SECONDARY EDUCATION

SILVER LINING

11

STUDENT'S BOOK

YAZARLAR

Ebru AKDAĞ
Funda BAYDAR ERTOPCU
Kader UYANIK BEKTAŞ
Seda UMUR ÖZADALI
Tuğba KAYA

DEVLET KİTAPLARI
BİRİNCİ BASKI
.........................., 2019

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI ....: 7041
YARDIMCI VE KAYNAK KİTAPLAR DİZİSİ...: 1194

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DİL UZMANI
Cansu ÇAĞLAR

PROGRAM GELİŞTİRME UZMANI
Taha Tezcan İNAM

ÖLÇME VE DEĞERLENDİRME UZMANI
Nuray SUNAR

REHBERLİK UZMANI
Sinem BİLGİN

GÖRSEL TASARIM
Aysun ORAN
Elvan ÇELİKTUĞ
Enes Oktay DEĞİRMENCİ
Nazım Hikmet ULUÇAY

ISBN 978-975-11-4997-8

Millî Eğitim Bakanlığı, Talim ve Terbiye Kurulu Başkanlığının 25.06.2018 gün ve 12254648 sayılı yazısı ile eğitim aracı olarak kabul edilmiş, Destek Hizmetleri Genel Müdürlüğünün 28.05.2019 gün ve 10443977 sayılı yazısı ile birinci defa 188.309 adet basılmıştır.



İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

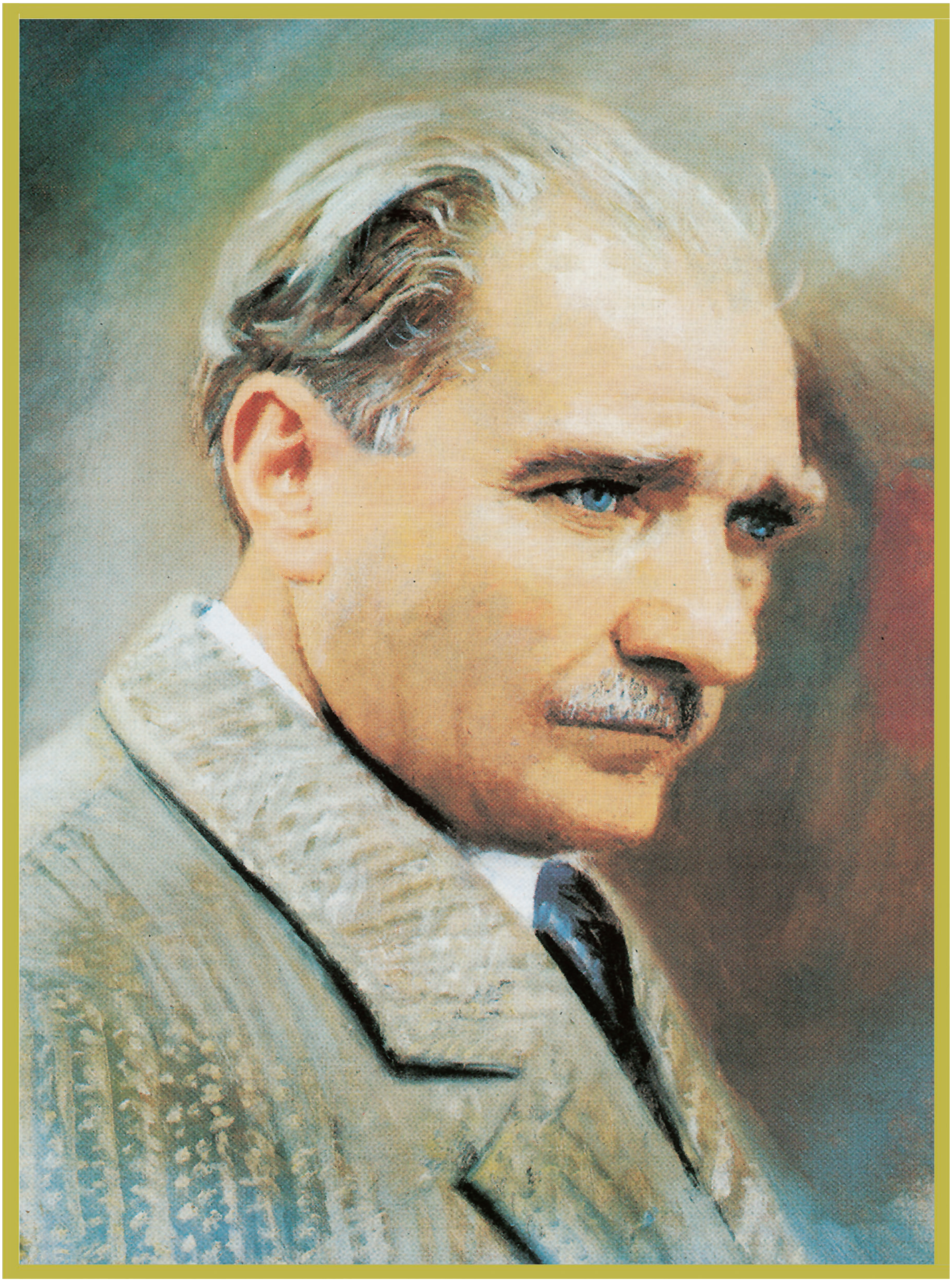
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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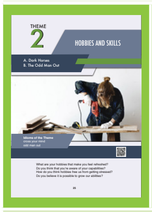
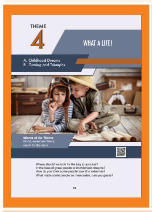
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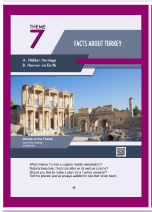
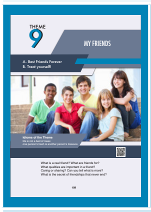
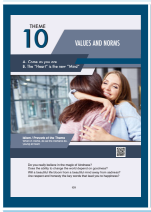
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Theme	Function	Grammar
THEME 1 FUTURE JOBS  A. Future Builders B. Job Hunters (pp. 13-24)	Making plans and predictions Making an appointment Talking on the phone	• Future T. will / be going to • Present Continuous T. for future • Future Continuous T.
THEME 2 HOBBIES AND SKILLS  A. Dark Horses B. The Odd Man Out (pp. 25-36)	Expressing likes, dislikes and interests Expressing preferences Talking about present and past abilities	• Can / could • Would rather / would prefer • Gerund-Infinitive
THEME 3 HARD TIMES  A. All coming up roses! B. Ups and Downs (pp. 37-48)	Describing events happening at the same time in the past Explaining people's habits in the past	• Past Simple T. • Past Continuous T. • Used to
THEME 4 WHAT A LIFE!  A. Childhood Dreams B. Turning Points and Triumphs (pp. 49-60)	Describing places, people, and events in the past Ordering events Talking about personal experiences in the past	• Past Simple T. • Past Perfect T.
THEME 5 BACK TO THE PAST  A. Wish for the Best B. Access Denied (pp. 61-72)	Expressing wishes and regrets for past events Talking about unreal past events	• Wish Clauses (Present & Past Meaning) • If Clause type 3

Vocabulary	Listening & Reading	Speaking & Writing	Pronunciation
• Lexis and expressions related to careers and workday activities • Expressions related to agreement / disagreement • Names of the future jobs • Idioms of the theme	• Listening to a conversation about summer jobs and future workday activities • Listening to a job interview • Reading a text about entrepreneurs • Reading job ads • Reading CVs and a letter of intent	• Acting out a dialogue to arrange a job interview • Talking about job preferences • Talking about summer holiday plans • Making a phone call to talk about future workday activities • Writing a presentation about entrepreneurs • Writing a CV and an intent letter	Contraction of will and am / is /are going to in positive and negative sentences
• Lexis and jargons about hobbies, skills and interests • Expressions of likes / dislikes • Idioms of the theme	• Listening to a conversation about preferences, likes and interests • Listening to short conversations about hobbies • Reading a text on hobbies and preferences • Reading short texts on extra ordinary talents	• Talking about preferences, likes and interests • Asking and answering questions about present and past abilities • Writing a paragraph about your interests and hobbies • Writing a paragraph on a talented person	Pronunciation of -s endings (in plurals & third person singular)
• Words related to hard times • Verb noun collocations • Words about teenage problems • Idioms of the theme	• Listening to a conversation about a famous scientist • Listening to a conversation about teenage problems • Reading short texts on the hard times of famous people • Reading short stories on teenage problems	• Talking about the lives of famous scientists • Completing a story using visuals • Sharing opinion in ordering past events • Talking about a personal story • Talking about your personal experience • Talking about past habits • Writing an anecdote • Completing a short story	Rising and falling intonations in statements
• Adverbs of sequence • Adverbs of time • Idioms of the theme	• Listening to an interview with a famous person • Listening to a speaker talking about museums • Listening to a conversation about a space shuttle disaster • Reading short texts on different museum types • Reading a biography of a famous person	• Talking about celebrities' childhood experiences • Describing places, people and events in the past • Doing an interview with a NASA member • Writing opinions to order the past events • Writing an essay about a famous person • Writing a short biography of a famous person	Pronunciation of -ed ending
• Phrases related to bad habits • Words / word groups related to cybercrime • Idioms of the theme	• Listening to a radio programme asking for advice • Listening to an interview with a former security consultant • Reading an e-mail and its response to distinguish regrets and wishes • Reading short texts on funny cyber crime stories	• Talking about wishes and regrets • Talking about past habits and unreal past events • Talking to give advice about regrets • Writing tweets #iwish • Writing a short story about cyberworld	Contraction of had & would

Theme	Function	Grammar
THEME 6 OPEN YOUR HEART  A. Endless Love B. Seeing the Big Picture (pp. 73-84)	Expressing degrees of certainty in the past Expressing criticism for the events in the past	• Expressing degrees of certainty (must have / might have / can't have) • Expressing criticism (should have) • Expressing advice
THEME 7 FACTS ABOUT TURKEY  A. Hidden Heritage B. Heaven on Earth (pp. 85-96)	Talking about landmarks and monuments Describing cities and historic sites Asking for and giving detailed information	• Passive Voice (all tenses) • The comparative and superlative form of adjectives
THEME 8 SPORTS  A. Get in the Game B. Adrenaline Countdown (pp. 97-108)	Reporting news Making interview Talking about sports	• Reported Speech
THEME 9 MY FRIENDS  A. Best Friends Forever B. Treat Yourself! (pp. 109-120)	Describing events, places and people Asking for and giving clarification	• Relative Clause (Defining & Non-defining Clauses)
THEME 10 VALUES AND NORMS  A. Come as you are B. The "Heart" is the new "Mind" (pp. 121-132)	Expressing opinions Exchanging ideas Making comments	• either...or / neither... nor / both...and / not only...but also

Vocabulary	Listening & Reading	Speaking & Writing	Pronunciation
• Vocabulary related to relationship • Phrasal verbs • Idioms of the theme	• Listening to a radio interview • Listening to a class conversation • Reading advice letters • Reading short texts on past experiences	• Talking about relationships • Criticizing an action in the past • Making deductions • Telling stories using visuals • Writing an advice letter • Writing a paragraph to describe a picture	Contraction in past modals
• Words about historical sites and monuments • Phrasal verbs • Compound nouns • Descriptive adjectives • Idioms of the theme	• Listening to a conversation in a historic site • Listening to short texts on myths and facts about history • Reading a text about a historic site • Reading a magazine extract on popular tourist attractions in Turkey	• Making a presentation on favourite historical sites • Doing an interview about holidays • Writing a passage on a tourist attraction in Turkey • Writing a blog entry suggesting places to visit in Turkey	Pronunciation of /wəz/ and /wɒz/
• Lexis and jargons about sports & extreme sports • Idioms of the theme	• Listening to an interview with a famous sportsperson • Listening to a radio programme on extreme sports • Reading short texts about universal sports tournaments • Reading a magazine extract about a sports activity	• Sharing ideas • Doing an interview with a favourite sportsperson • Talking about sports tournaments • Making a presentation on sports tournaments • Reporting news and ideas to a friend • Writing an interview report	Rising & falling intonation in questions
• Similes • Personality adjectives • Collocations and expressions on travelling • Types of free time activities • Idioms of the theme	• Listening to people talking about celebrities • Listening to students making presentations about favourite activities • Skimming a text on friendship of two celebrities • Reading an online article on a city break	• Talking about favourite music bands • Making a formal presentation on free time activities • Talking about personality traits • Preparing a poster • Preparing a school magazine • Preparing a booklet	Pronunciation of assimilation / elision
• Lexis & jargons about values and norms • Agreement & disagreement expressions • Idioms of the theme	• Listening to an interview about values and norms • Listening to a conversation to identify the topic and the main idea • Reading a text an cultural norms • Reading a summary of a book	• Sharing and exchanging ideas • Making comparisons • Talking about social norms and cultural values • Brainstorming about habits • Writing an essay about norms • Writing slogans on moral and social values	Pronunciation of /iː/ and /aɪ/

STUDENT'S BOOK OVERVIEW

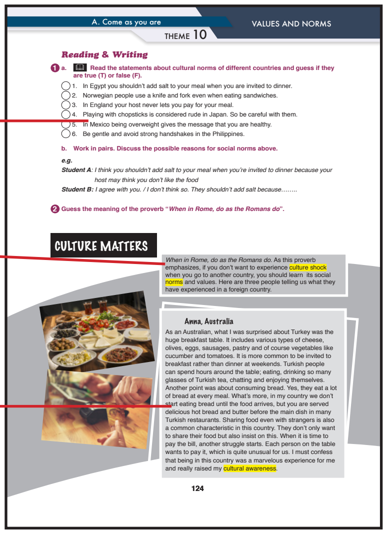


The name and number of the theme.

The names of the contents.

Cover pictures related to the topic.

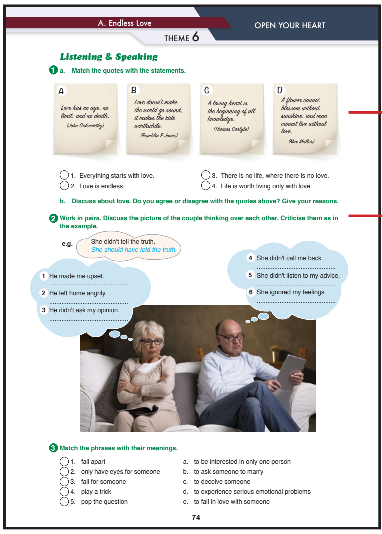
A rhyming stanza asking warm-up questions.



This kind of activities enable students to gain self-awarenes.

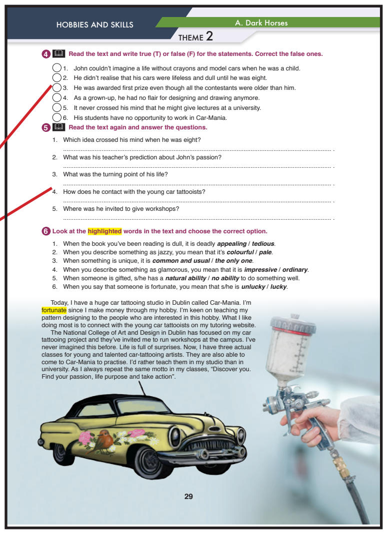
Idioms & proverbs are widely used throughout the book.

Authentic and up to date reading texts are used to capture Ss' interests.



Quotes are used to make the themes authentic.

Pair works & group works are widely used as pre-listening & pre-reading activities.



Comprehension is checked with various exercises throughout the book.

This is used to indicate a 2D barcode to access the website link of the interactive book and the related videos, applications, games, etc. For more visit http://ogmmateryal.eba.gov.tr

THEME 1

FUTURE JOBS

A. Future Builders
B. Job Hunters



Idioms of the Theme
- sell like hotcakes
- be tickled to death

What would your dream job be; part-time or full-time?
How would you feel in a job interview; confident or shy?
At work or on holiday, how would you spend your summertime?
Working alone or with a team, which one would you try?

Listening & Speaking

1 **a. Think about the activities at work below and tick the boxes.**

	I enjoy	I don't mind	I dislike
using computers			
teaching others			
solving problems			
working in a team			
travelling			
selling products			
serving people			

b. Work in pairs. Talk about your preferences. Use the phrases in the box to agree or disagree with your partner's ideas.

- So do I.
- Neither do I.
- Oh. I don't.
- Really? I like it.
- Well, I do.
- Oh, I don't mind.



2 **Read the idioms and guess their meanings.**

1. She needs a job desperately. So, she'll ***be tickled to death*** if she works here.
   a. She will be very happy.
   b. She will be disappointed.

2. His latest book is ***selling like hotcakes***. I can't find it in stock.
   a. It is bought slowly and in small numbers.
   b. It is bought quickly and in large numbers.

3 **Discuss the pictures below in pairs. Guess who they are and what they are talking about.**







4 Track 1 **Listen to Tailynn and Austin talking about their summer plans. Tick Tailynn's summer job tasks.**

◯ 1. She will visit nearly 10 people a day.
◯ 2. She will let people know the details of the products.
◯ 3. She will sell the products.
◯ 4. She will report customers' complaints and requests.
◯ 5. She will grant the money at the end of the week.

5 Track 2 **Listen to the conversation again to fill in the blanks.**

1. We will be travelling across Europe by train in June but we haven't fixed .... the countries yet.
2. I have already applied for the job and they have taken me ....
3. Finally, I'll cash .... and grant the money before I go home in the evening.
4. If you keep working such long hours without a holiday, you will burn ....
5. However, I am sure you will get ....

6 **Choose the correct option according to the dialogue.**

1. Austin and his cousin ***have*** / ***haven't*** decided on the countries they are going to travel.
2. Tailynn ***is*** / ***isn't*** going to have a holiday on the beach.
3. Tailynn found a job ad ***in a newspaper*** / ***on the Net***.
4. They ***have*** / ***haven't*** employed Tailynn.
5. Austin thinks Tailynn's future job ***will*** / ***won't*** be tiring.

7 **Read the sentences below and match them with their functions.**

a. making predictions
b. talking about personal arrangements
c. talking about future actions in progress
d. making plans

◯ 1. I am going to do something different in the first month.
◯ 2. I will probably start at 10.00 a.m.
◯ 3. We will be travelling across Europe by train in June.
◯ 4. Are you doing anything exciting this summer?

8 a. **Fill in the chart with your summer plans. Write two activities for each month.**

What will you be doing in ...?

June	
July	
August	

b. **Work in pairs. Talk to your partner about your plans.**

- What are you going to do?
- Will you be doing something exciting / frightening / relaxing / tiring?
- Will you be travelling, staying at home or working?
- Who will you be with?
- Do you think you'll have a good time?

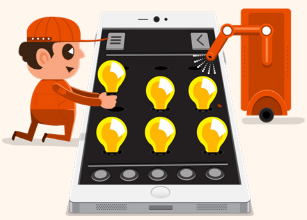
Reading & Writing

1 Read and match the statements with the jobs.

1. I do experiments on living organisms in labs to develop new products.
2. I will join a dental congress and learn the new developments.
3. I will upgrade my next product and sell it to a smartphone company soon.
4. I design programmes and write codes for computers.
5. I am setting up a new business to develop new transportation systems.



◯ entrepreneur



◯ app developer



◯ biotechnologist



◯ orthodontist



◯ software engineer

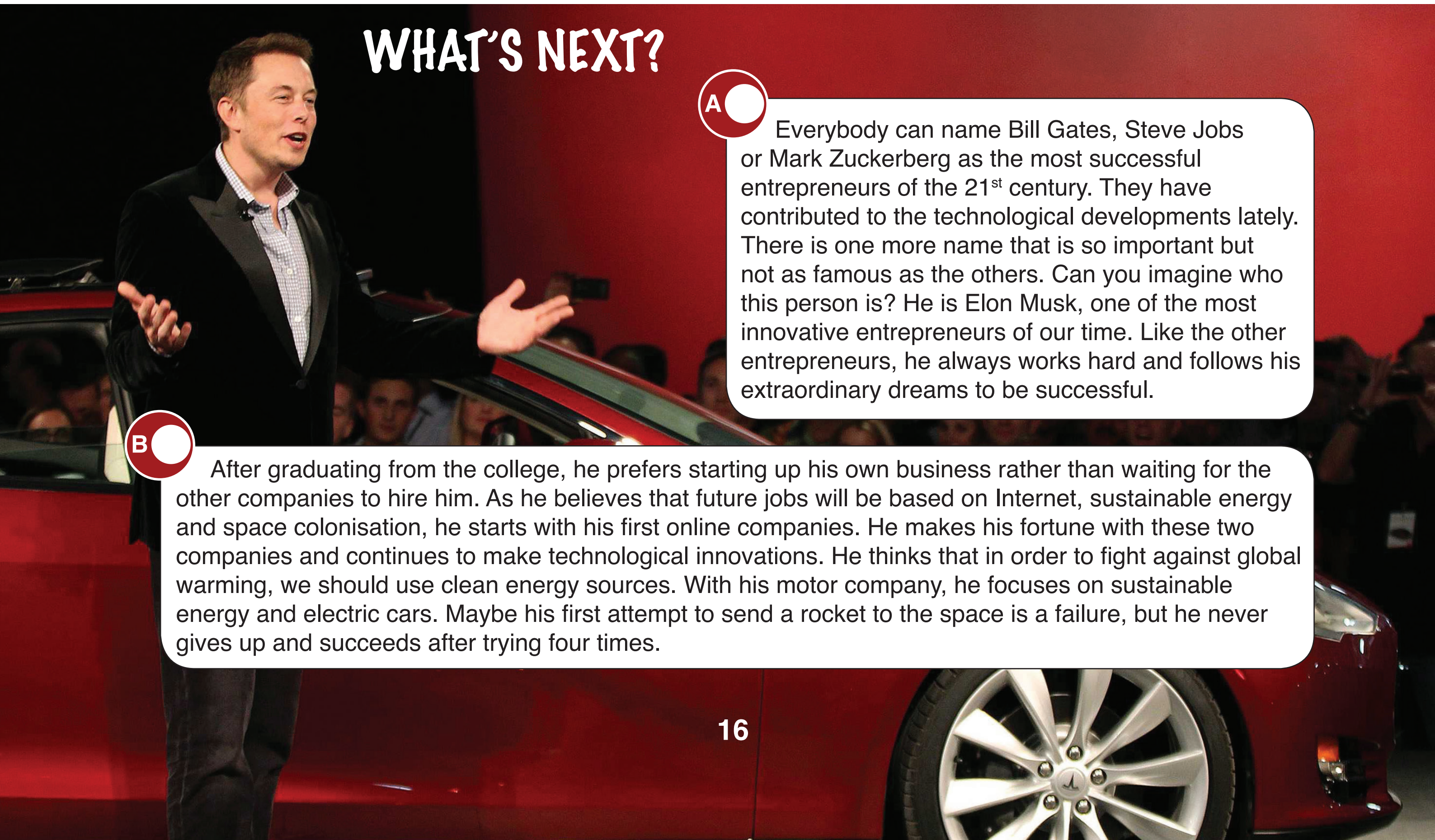
2 a. Look at the common characteristics of successful entrepreneurs. Number them from the most important to the least according to you.

◯ planning ◯ being ready for change ◯ being self-disciplined
◯ taking risk ◯ being open-minded ◯ focusing on success

b. Now explain your reasons as in the bubble below.

I think planning is the most important characteristic of a succesful entrepreneur because you need to know what to do in your next step. The least important thing is ....

WHAT'S NEXT?



A ◯ Everybody can name Bill Gates, Steve Jobs or Mark Zuckerberg as the most successful entrepreneurs of the 21st century. They have contributed to the technological developments lately. There is one more name that is so important but not as famous as the others. Can you imagine who this person is? He is Elon Musk, one of the most innovative entrepreneurs of our time. Like the other entrepreneurs, he always works hard and follows his extraordinary dreams to be successful.

B ◯ After graduating from the college, he prefers starting up his own business rather than waiting for the other companies to hire him. As he believes that future jobs will be based on Internet, sustainable energy and space colonisation, he starts with his first online companies. He makes his fortune with these two companies and continues to make technological innovations. He thinks that in order to fight against global warming, we should use clean energy sources. With his motor company, he focuses on sustainable energy and electric cars. Maybe his first attempt to send a rocket to the space is a failure, but he never gives up and succeeds after trying four times.

3 **Read the text about one of the entrepreneurs of the 21st century and choose its main idea.**

a. Entrepreneurs work hard to be rich and famous.
b. Entrepreneurs do their best and never give up trying.
c. Most of the entrepreneurs' main goal is to develop artificial intelligence.

4 **Read the text again and match the questions with the paragraphs. One is extra.**

1. What innovations has Elon Musk made so far?
2. What is the common fear of the scientists and entrepreneurs?
3. Who is Elon Musk?
4. What are his plans and dreams for the future?
5. Where did he graduate from?

5 **a. Match the following words.**

◯ 1.	successful / innovative	a.	intelligence
◯ 2.	sustainable	b.	system
◯ 3.	space	c.	colonisation
◯ 4.	transportation	d.	energy
◯ 5.	artificial	e.	entrepreneur

b. Complete the sentences using the word groups in exercise 5a.

1. In the future, Mars will be a popular place to live because of ....
2. I think one day robots will take control of the world because the studies in .... develop fast.
3. The governments will reduce the effects of global warming by using ....
4. You need to trust yourself to be a / an ....
5. Because the population grows rapidly in big cities, we will need a faster ....

C ◯

He uses his money to make his science fiction dreams real. He thinks that one day we will have space based Internet, so he plans to launch 4,425 satellites to space (now it is only 4,000). He works on a transportation system called *hyperloop* as an alternative to planes, trains, boats or cars. After the high-speed transit tubes are completed, it will be the fastest, the cheapest and the eco-friendliest way of travelling. Elon is also known as the most popular space hero because he wants to develop new life areas for human beings on Mars. If he becomes successful in his theory, we will see the oasis and colonies on Mars in the future. His company is going to send the first space tourists to fly around the moon in 2023.

D ◯

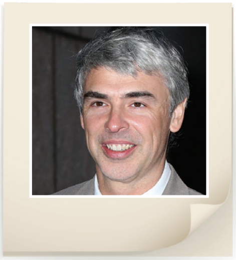
Artificial intelligence (AI) is another field that Elon Musk is interested in. His intention is not to make more money, but to keep an eye on the development of AI. Because just like Bill Gates and Stephen Hawking, Elon is afraid that AI will become smarter and give an end to the human life on earth. Certainly, these fears will not stop him from trying as he is a visionary man.



6 Search on the Net about one of the following entrepreneurs of our time and prepare a presentation. Include the following information:

the field he / she works in
his / her achievements
his / her plans


Arianna Huffington


Larry Page


Ahmet Nazif Zorlu


Jeff Bezos


Phil Knight


Joy Mangano

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7 Present your work to the class.

Pronunciation

A. Track 3 **The full forms of the auxiliary verbs *am*, *is*, *are* and *will* are reduced in connected speech. Listen and practise.**

I will /wɪl/ go.	I'll /l/ go.
I am /æm/ late.	I'm /m/ late.
He is /ɪz/ rich.	He's /z/ rich.
They are /ɑː/ happy.	They're /ə/ happy.

B. Track 4 **Listen to the statements with the auxiliaries. Tick whether you hear reduced or full forms of them.**

1.	◯ /wɪl/	◯ /l/	4.	◯ /æm/	◯ /m/
2.	◯ /z/	◯ /ɪz/	5.	◯ /ɑː/	◯ /ə/
3.	◯ /wɪl/	◯ /l/	6.	◯ /ɪz/	◯ /z/

Culture Corner



Read the text and answer the question.
What are the advantages / disadvantages of a gap year?

A GAP YEAR

In the professional world, a gap year is a year off between high school and college or university. Sometimes it is the break after graduating from university before starting the first job. It usually means travelling, volunteering or working abroad. It often means all three!

Do you think a gap year addresses an academic burnout? Or are they simply time out or backpacking? Or are they real miracle steps to help you climb higher in your career? No matter which you believe, it's about living life to the fullest.

Here are two teenagers planning a gap year:



Jack, The U.K

I am taking a gap year in Argentina. I'll get Spanish accent there. For the first three months, I'm going to do a training course to become a ski instructor. When I'm certified, I'll stay and work for a hotel. I'm sure I will burn the candles at both ends. But it is really worth it. I will earn about 5,000 Argentine Pesos monthly (nearly €300) and I will be having free accommodation and 3 meals a day. Without a doubt, it will be a perfect gap year job for me and I'll have tons of stories on my way home.





Chloe, Australia

I can hardly wait to go to Zambia for my gap year job. I'm going to join a team of volunteers to teach English to kids aged 9-12 in Kibombomene Primary School. The project is going to be for 7 months. I'm dying to see the rich wildlife, magnificent forests, and the astonishing Victoria Falls. With a love for kids and a desire to travel, this project is just for me. Besides teaching English, I'll help with games, school events and art activities as well. For sure, this experience will provide me with valuable new skills that any school director will be impressed by.



Listening & Speaking

1 Read and order the steps of job hunting.

...... Get ready to attend the interview.
...... Send your application, letter of intent and CV.
...... Research possible job opportunities.
...... Follow up your application and be sure it's been received.
...... Write or update your CV and letter of intent.
...... Get the job.

2 Read the statements. Guess and choose the correct option.

1. If you get along well with people, you ***have a good relationship with them / remember them easily.***
2. If you are really into history and culture, you ***get bored of them / are keen on them.***
3. If you have a good sense of geography, you ***have an intelligence of it / find it difficult.***
4. If you pick up a lot of experience, you ***lack / gain it.***
5. If you have to complete the work on a fixed date, you ***work to tight deadlines / miss the deadline.***
6. If you burn the candle at both ends, you ***work very hard without time to rest / get rest all day.***

3 Look at the picture. Guess who / where they are and what they are talking about.



4 Track 5 **Listen to a manager interviewing Austin for a summer job that he saw on the Net. Guess the job he was interviewed for.**

5 Track 6 **Listen to the interview again. Tick the questions you hear.**

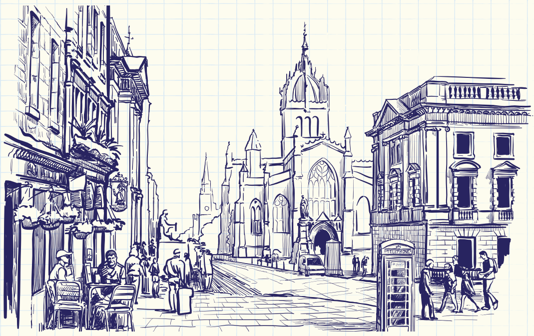
◯ 1. You are a student at Edinburgh College of Art, aren't you?
◯ 2. What was your last salary?
◯ 3. Have you got any experience in this type of work?
◯ 4. Are there any questions you'd like to ask us?
◯ 5. How about June 30^{th}, Friday?
◯ 6. Did you enjoy the work there?

6 Track 7 **Listen again. Read the questions and tick the wrong option in each one.**

1. Austin ... .
   a. is looking for a permanent job
   b. studies at Edinburgh College of Art
   c. will be studying at university next year
   d. knows the city very well
2. What skills does Austin have?
   a. being friendly and sociable
   b. speaking Spanish
   c. good knowledge of history and geography
   d. excellent computer skill
3. What are the main tasks of Austin's job?
   a. welcoming tourists & translating
   b. selling tickets and organising tours
   c. helping tourists do shopping
   d. doing sightseeing
4. Why will he burn the candle at both ends?
   a. He will drive long distances.
   b. The working hours are very long.
   c. There are evening shifts.
   d. He will work 7 days a week.
5. Austin is ... .
   a. flexible
   b. imaginative
   c. organized
   d. punctual
6. When will he be available to start?
   a. 3rd July
   b. 30th June
   c. First Monday in July
   d. Monday morning

7 **Fill in the blanks using the correct form of the verbs in brackets.**

Austin is a 3rd grade student at university and he (1) .... (graduate) next year. He needs a summer job. He has applied for a job that he saw on the Net. The manager has interviewed him and he has got the job. Austin (2) .... (be) a tourist guide to show foreign students around Edinburgh. Sometimes he (3) .... (work) evening shifts or 7 days a week. And he (4) .... (also / work) to tight deadlines. He (5) .... (burn) the candle at both ends. But there is no problem. He's flexible, punctual and organized. Unfortunately, he (6) .... (not / be) available to start until July as he (7) .... (travel) across Europe with his cousin, Joe in June.



8 **Work in pairs. Imagine you are Austin. Call Tailynn to give the news and talk about your future workday activities. Swap the roles.**





Reading & Writing

1 Do the quiz to check your knowledge. Circle the correct answer.

1. CV stands for ... .
   a. Current Vitals
   b. Curriculum Vitals
   c. Curriculum Vitae

2. A CV is a summary of a person's personal information, education, qualifications and ... .
   a. work experience
   b. skills
   c. both a and b

3. A CV accompanies a ... which is one page long.
   a. certificate of language skills
   b. letter of intent
   c. list of diplomas

4. A ... introduces you to an employer and explains the purpose of your writing.
   a. letter of intent
   b. CV
   c. reference letter

2 Read the ads and fill in the chart.

	Job title	Working hours	Salary	Tasks	Required experience
Ad 1					
Ad 2					

Ad 1

STAFF REQUIRED

We're looking for part-time staff to show foreign students around Edinburgh in June, July and August.
Your starting salary will be £12.50 per hour (net after all taxes) + tips + great benefits.
We need people;
- who know the city well
- with excellent communication skills in English (Other language skills will be an advantage)
- who can work A.M./P.M. shifts (6 a.m-2 p.m. or 2 p.m-10 p.m.)
- with reliable, responsible, friendly personality
- with experience but not essential

If you believe you'll be a huge asset to our company, contact Human Resource Dept. at oliviabrooks@hsatours.com with your CV, a recent photo and a hand-written letter of intent by 15th March, 2018.
Only selected candidates will be called for an interview.

Ad 2

VACANCY

Venus Apparel & Accessories announces full time (from 9 a.m. to 5 p.m.) vacancy for a qualified staff to manage our "social media platforms" Elixio, Instagram, LinkedIn, Twitter, Facebook, Exploroo, WAYN, etc. in Oxford.
We are looking for a highly motivated, hardworking, creative individual to work for an innovative young company with large, multinational guests.
You should have
- knowledge of computer with skills in web-designing and Outlook
- excellent oral and written communication skills
- minimum 2 years' experience in digital media

We will provide you with a satisfying salary, benefits, the potential for further career growth and friendly colleagues.

Application along with a CV and a photo should be sent to hr@venusapparel.com by 24 March, 2018. Or you can send your application directly to Po. Box: 12158

3 Complete the definitions with the highlighted words in the ads.

1. .... : a job that is available for someone to do.
2. .... : a group of people who work for an organization or business.
3. .... : a person who is applying for a job.
4. .... : a period of work time in a business.
5. .... : an advantage that the employer offers you in addition to your salary.

4 Read the CV. Label A-F with the headings below.

References - Skills - Personal Information
Work Experience - Interests - Education and Qualifications

5 Read the letter of intent and replace the words / phrases in bold with the given ones below.

◯ Sir / Madam ◯ enclosing ◯ faithfully
◯ My responsibilities there included ◯ I consider myself to be ◯ in response to

6 Read the job ads again and match them with the letter of intent and the CV. Write Ad 1 or Ad 2 in the boxes.

◯ Letter of intent ◯ CV

A ____________

Tailynn McKenney
24 Aug, 1998
Email: Tmckenney@abcmail.com
Phone: +44 131 667 86 38

B ____________

2016 Edinburgh University, Edinburgh
Computers and Advertising
June 2016 Calton Hill Park College, Edinburgh
A Level Computer (A)

C ____________

June - August 2018 Toddy's Electronics Accessories
Salesperson

June - August 2017 Gill Web-Design Company
Public Relations Assistant

D ____________

- Proficient in Microsoft Word, Excel, and Outlook;
- Excellent at web designing / developing
- Knowledge of digital market and social media

E ____________

I am a very sociable person and I like being involved in community and social events. I also take part in physical activities such as jogging, tracking and travelling.

F ____________

Available on request

1906 S Crosner Blvd
Edinburgh EH6
6LX

The Personnel Manager
HSA Tours
4 Castle Street
Edinburgh EH2 3AT

9 March 2018

Dear **HSA Tours** (a),
I am writing **to reply for** (b) the position of tourist guide on your website.
Last summer, I worked a couple of days a week at Edinburgh Airport as an information desk assistant. **I was in charge of** (c) helping and supporting passengers at the airport as well as answering telephone questions.
I believe I would make a good tourist guide as I have excellent communication skills with pleasing personality. **People always say I am** (d) trustworthy and co-operative. I am fluent in Spanish.
I am available to work in July and August.
If you wish, I can supply references from my earlier employer.
I am **sending** (e) my CV.
I look forward to hearing from you soon.
Yours **sincerely** (f),

Austin Hensley

7 **a.** **Look at Tailynn's CV on page 23 and write a letter of intent for her following the steps below.**

- choose a job
- where / when she saw the job ad
- details of previous work experience and responsibilities
- her personal qualities
- when she is available for an interview and when she can start

b. **Swap your letters in pairs. If a candidate applied with that letter, would you call him / her for a job interview? Explain your reasons.**

8 **a.** **Work in pairs. Make a phone call as in the example to set a time for a job interview.**

Secretary: Hello. May I speak to ....*(applicant's name)*... please?
Applicant: Speaking. Who is calling?
Secretary: My name is Alison Thorne. I'm calling from ...*(company name)*... . We have received your CV online applying for our company and I would like to schedule an interview at our office.
Applicant: Ohh, that's great to hear.
Secretary: OK then... We would like to invite you here ...*(time / date)*... .
Applicant: I'm terribly sorry but I'm afraid ...*(an excuse)*... . ...*(A new date)*... will be the best for me, if that is OK with you I'm free ...*(time)*... .
Secretary: Well, let me check my calendar... Oh, sure! That's perfect with us. Looking forward to seeing you ...*(time / date)*... here. Can I confirm your e-mail address so I can send you the details?
...

b. **Act out your dialogue.**

Game Time! Play the Sentence Auction.

Pronunciation

A. **Track 8** ***/t/*** **sound is not released in** ***won't*****,** ***isn't*** **or** ***aren't*** **in connected speech. Listen and practise.**

They won't /wəʊn/ come with us. She isn't /ɪzn/ going to come.
We aren't /ɑːn/ going to stay.

B. **Track 9** **Listen to the negative statements with the auxiliaries. Tick whether you hear reduced or full forms of them.**

1. ◯ /wəʊnt/ ◯ /wəʊn/ 3. ◯ /ɪznt/ ◯ /ɪzn/
2. ◯ /wəʊnt/ ◯ /wəʊn/ 4. ◯ /ɑːnt/ ◯ /ɑːn/

Check Yourself

I can	👍	👍👍	👍👍👍
understand factual information about jobs while listening.			
talk about future plans and predictions.			
make an appointment on the phone.			
find the main idea of a text on successful entrepreneurs.			
analyse different job ads from newspapers / websites and match them with CVs.			
write CVs / letters of intent for different job applications.			

THEME

2

HOBBIES AND SKILLS

A. Dark Horses
B. The Odd Man Out



Idioms of the Theme
- cross your mind
- odd man out

What are your hobbies that make you feel refreshed?
Do you think that you're aware of your capabilities?
How do you think hobbies free us from getting stressed?
Is it really possible to improve your abilities?

Listening & Speaking

1 Categorise the given words in the correct columns.

soap opera	drifting	game show	wingsuiting	infotainment	jingle
techno	blues	jazz	t-commerce	bodyboarding	docudrama
news flash	caving	hip hop	highlining	soft rock	ice climbing

Music	Extreme Sports	TV programmes

2 Which categories above are you keen on? Talk about your likes and dislikes using the given structures.

- *I enjoy....... / I don't enjoy.............*
- *I'm keen on...... / I'm not keen on.......*
- *I can't stand........*
- *I think I'm gifted in .... / I don't think I'm gifted in.........*
- *I'm fascinated by........ / I'm not fascinated by...........*

I'm keen on watching TV. I like watching game shows because they make me feel relaxed.



I'm fascinated by music but I don't like listening to techno as the sound irritates me.

3 Read the sentences and choose the closest meaning for the words in bold.

1. When I couldn't succeed in wingsuiting, I got really ***disappointed***.
   a. miserable b. cheerful
2. Since ice climbing is ***perilous***, be sure to be very careful.
   a. dangerous and risky b. secure and safe
3. Check your ***safety harness*** twice before the parachute jump.
   a. first-aid kit b. a system of belts
4. You must use protective equitment to ***prevent*** sports injuries.
   a. to allow something to happen b. to keep from happening

4 Match the idioms with the correct definitions.

◯ 1. be on pins and needles
◯ 2. dark horse
◯ 3. let the cat out of the bag

a. someone who has a surprising ability or skill
b. allow a secret to be known
c. nervously waiting to find out what is going to happen

5 Track 10 Listen to the dialogue between Elsa and her mother. Fill in the blanks.



1. Elsa has decided .... for the talent show.
2. At first, Elsa's mum is glad .... Elsa's decision.
3. .... across a rope from one cliff to another is called highlining.
4. Safety harness will prevent her from ....
5. It's time .... the cat out of the bag.
6. .... for Elsa is what her mum will do.
7. Elsa wants her mum to stop ....

6 Track 11 Listen to the dialogue again and tick the correct option.

	YES	NO
1. The talent show is managed by the sports organisation of the town.	◯	◯
2. Elsa is planning to attend the talent show.	◯	◯
3. Elsa's mum thinks highlining is extremely risky.	◯	◯
4. Elsa's coach thinks that she has a long way to succeed in highlining.	◯	◯
5. Her mum warns Elsa to be cautious.	◯	◯
6. Her mum has a tendency to try highlining.	◯	◯

7 a. Think about your deskmate's likes, dislikes, interests and preferences. Try to make true sentences about him / her.

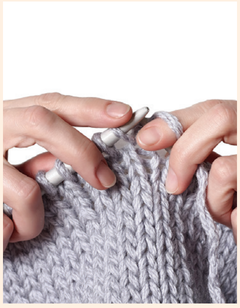
◯ 1. When he / she was a child, he / she couldn't stand ....
◯ 2. When he / she is alone, he / she enjoys ....
◯ 3. He / She is learning English ....
◯ 4. He / She doesn't mind ....
◯ 5. He / She has recently decided ....
◯ 6. This weekend he / she would like ....
◯ 7. Every day he / she remembers ....
◯ 8. He / She feels sorry for ....

b. Now, swap your books and tick the correct sentences about you. Correct the false ones.

8 Share the information you've learnt about your friend.

Reading & Writing

1 Read the lists of the necessary equipment for the hobbies below. Circle the odd word out in each category.

KNITTING	RAFTING	CAR TATTOOING	ARCHERY	POTTERY
				
ropes patterns wool needles	lifejacket binoculars raft paddles	plaster tattooing machine transfer paper paint tubes	arrows chest guard bows mask	kiln skis clay ribbon cutter

2 Among the hobbies above which one appeals to you most? Give your reasons.

e.g.

Pottery appeals to me most since I'm so patient and creative. I think I can spend hours doing it.

3 Read the text and underline the sentences which mention John's past abilities.

CAR-MANIA



When I was a child, I wasn't good at maths or science. I couldn't solve any problems or I couldn't do any experiments. There was only one thing about me. I could really paint well. My whole world consisted of crayons and model cars. I had a collection of almost five hundred cars and all kinds of art and craft supplies. One day, a sudden and colourful idea crossed my eight-year-old mind. My black cars seemed so dull and toneless. I could draw some nice figures and make the black ones cheerful and jazzy. Then, I drew an octopus on my black model Cadillac 1923. I took my "super octopus" car to my art class. When my art teacher saw the car, she said it was a unique piece of art. "Can you make another glamorous car for the art and craft contest, John?" she asked. Then, I drew a brownish red nightingale with roses and daisies on my yellow Buick 1953. I joined the contest and guess what? I was able to win the first prize although I was the youngest contestant. The jury told me that I was really gifted and good at pattern design and creation. "One day, I don't know how, but everybody will be able to see your unique patterns, John", my art teacher said proudly. Miss Daisy was totally right. I could create unique patterns. This contest was the very beginning of my car tattooing journey. As I grew up, my tools differed and cars got bigger and real. I continued turning ordinary cars into art-like pieces.



4 **Read the text again and write true (T) or false (F) for the statements. Correct the false ones.**

◯ 1. John couldn't imagine a life without crayons and model cars when he was a child.
◯ 2. He didn't realise that his cars were lifeless and dull until he was eight.
◯ 3. He was awarded the first prize even though all the contestants were older than him.
◯ 4. As a grown-up, he had no flair for designing and drawing anymore.
◯ 5. It never crossed his mind that he might give lectures at a university.
◯ 6. His students have no opportunity to work in Car-Mania.

5 **Read again and answer the questions.**

1. Which idea crossed his mind when he was eight?

   ....
2. What was his teacher's prediction about John's passion?

   ....
3. What was the turning point of his life?

   ....
4. How does he contact with the young car tattooists?

   ....
5. Where was he invited to give workshops?

   ....

6 **Look at the highlighted words in the text and in the sentences below. Choose their similar meanings.**

1. When the book you've been reading is dull, it is deadly ***appealing*** / ***boring***.
2. When you describe something as jazzy, you mean that it's ***colourful*** / ***pale***.
3. When something is unique, it is ***common and usual*** / ***one and only***.
4. When you describe something as glamorous, you mean that it is ***impressive*** / ***ordinary***.
5. When someone is gifted, he / she has a ***natural ability*** / ***no ability*** to do something well.
6. When you say that someone is fortunate, you mean that he / she is ***unlucky*** / ***lucky***.

Today, I have a huge car tattooing studio in Dublin called Car-Mania. I'm fortunate since I make money through my hobby. I'm keen on teaching my pattern designing to the people who are interested in this hobby. What I like doing most is to connect with the young car tattooists on my tutoring website.

The National College of Art and Design in Dublin has focused on my car tattooing project and they've invited me to run workshops at the campus. I've never imagined this before. Life is full of surprises. Now, I have three actual classes for young and talented car-tattooing artists. They are also able to come to Car-Mania to practise. I'd rather teach them in my studio than in university. As I always repeat the same motto in my classes, "Discover yourself. Find your passion and life purpose. Take action".





7 **Write John's motto from the text in the blank. Read the other mottos. Choose your favourite one and take notes explaining why you like it.**

1. ....
2. "Happy is the man who is living by his hobby."
3. "It's a beautiful thing when a career and a passion come together."
4. "To be really happy and really safe, one ought to have at least two or three hobbies."
5. "I don't have time for hobbies. At the end of the day, I treat my job as a hobby."

e.g. *The second quote is my favourite. If you make money through your hobby, you are the most fortunate person in the world.*

8 **a. Work in pairs. Ask and answer questions about your likes / dislikes, past and present abilities.**

e.g. *Student A : What do you like doing in your free time?*
Student B : I like writing lyrics. How about you?
Student A : I enjoy playing the drums. Can you play any musical instruments?
Student B : Yes, I can. I can play the violin. It's so relaxing. By the way, I could play the drums when I was 12 but I gave up.

b. **Consider your likes, dislikes, interests and abilities. Write a paragraph about your hobby / hobbies.**

....
....
....
....
....
....
....
....
....

Pronunciation

A. **Track 12** **Plural forms of nouns and *third person* -*s* endings are pronounced in three different ways. Listen and practise.**

/s/	paths /pɑ:θs/	artists /ɑ:tɪsts/	looks /lʊks/	takes /teɪks/
/z/	roads /rəʊdz/	clothes /kləʊðz/	brings /brɪŋz/	enjoys /ɪn'dʒɔɪz/
/ɪz/	stages /steɪdʒɪz/	beaches /bi:tʃɪz/	dances /dɑ:nsɪz/	uses /ju:sɪz/

B. **Track 13** **Listen and write the words you hear in the correct column. Add one word for each column.**

/s/	/z/	/ɪz/
....	....	....
....	....	....
....	....	....
....	....	....

Culture Corner

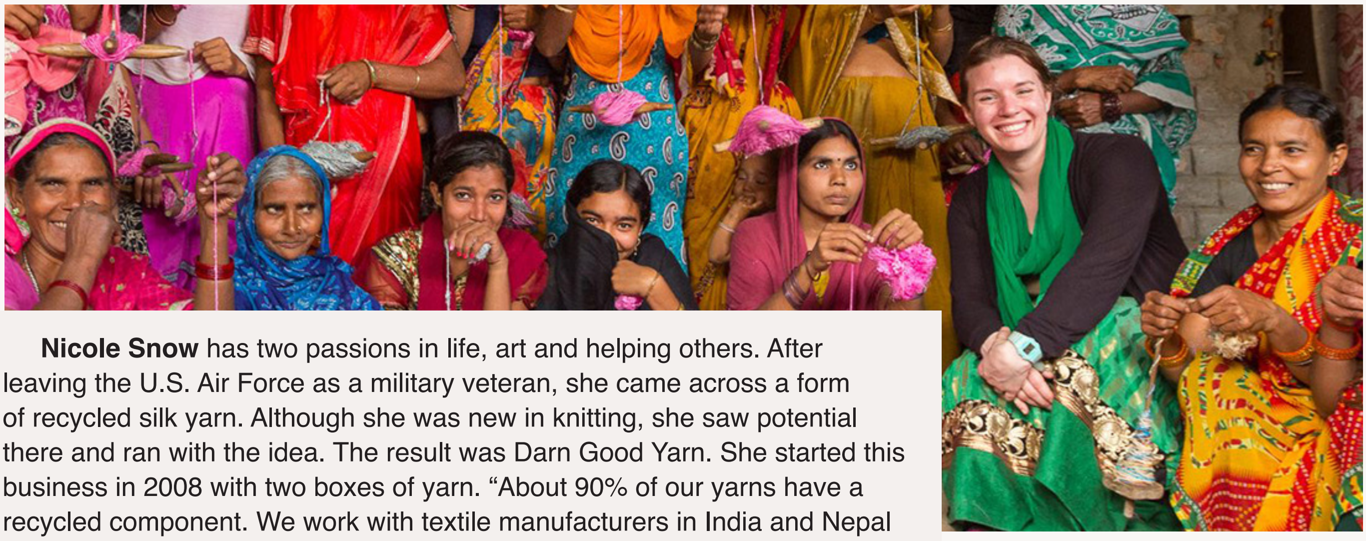


Read the text. Which of the entrepreneurs can inspire you? Give your reasons.

TURNING PASSION INTO BUSINESS

Have you ever dreamt of turning your hobby into something you can do for a living? Most of us have hobbies to keep our hands busy and feel happy otherwise, we'll get bored.

Here are the stories of three people. Their journey from a hobbyist to a successful entrepreneur will inspire you.



Nicole Snow has two passions in life, art and helping others. After leaving the U.S. Air Force as a military veteran, she came across a form of recycled silk yarn. Although she was new in knitting, she saw potential there and ran with the idea. The result was Darn Good Yarn. She started this business in 2008 with two boxes of yarn. "About 90% of our yarns have a recycled component. We work with textile manufacturers in India and Nepal to recycle the waste that occurs when curtains, bed sheets and other textiles are made. We're collecting that textile waste to turn it into yarns," she says. Today, Darn Good Yarn has grown by 2,900% in 4.5 years and employs more than 300 women in India and Nepal.



Ms. Rajni Bector has three children. After raising her kids, she joined a bakery course with a passion for cooking in her heart. Soon, her homemade cakes, cookies and ice creams became well known in the town. When her friends saw her talent, they advised her to turn her hobby into a business. At the beginning she tried it just for fun. Her ice cream became a hit in the locality. When the Kwality Manager himself tasted it from her stall, it was the turning point of her life. Later, she started offering catering services and became very popular in India.



Christine Watanabe is a real tennis enthusiast. You can always see her on the courts "Everything started with the search for a scorekeeper", she says. All she wanted was having a scorekeeper during her games to keep points. Unfortunately, she couldn't find the right solution. Suddenly an idea crossed her mind and she decided to invent her own. She designed the concept herself but needed help. So, she hired a plastic engineer to help her make her dream come true. It took three years to reach the final product but today a tennis racket score keeper is on the market both online and in stores. "When I'm on the tennis court, I'm also in the business", she says.

The world is full of such talented people who follow their passion. Maybe the next one is you!

Listening & Speaking

1 Read the statements and match them with the hobbies.


a. writing poems


b. scuba diving


c. photography


d. cooking


e. motor racing

( ) 1. I feel like a part of the undersea world. I enjoy watching the life there.
( ) 2. It is just catching a moment of life. I'm crazy about it.
( ) 3. It is a real thrill to go around the track at 250 km/h. It takes my breath away.
( ) 4. I use words to show my feelings. If I'm in the mood, I can create my masterpiece.
( ) 5. It's not just mixing the ingredients. It's much more than that.

2 Which of the hobbies above would you like to do? Give your reasons.

e.g.

I'd like to take photographs because it makes me relaxed.

I'd rather scuba dive than go surfing because undersea world catches my attention.

I prefer painting to playing golf because I like mixing colours.

I'd prefer to play golf rather than scuba dive as there are no risks.

3 Choose the closest meaning of the words in bold.

1. You've always been ***the odd man out***. You will never be the same with the others.
   a. You've always been different from the others.
   b. You've always been the most wanted in the groups.

2. You have ***a flair for*** garden design. I can't take my eyes off your flowers.
   a. You don't know anything about garden design.
   b. You have a talent for garden design.

3. She has ***a good command of*** Spanish. I love the way she sings in Spanish.
   a. She can't speak a word of Spanish.
   b. She is able to speak Spanish well.

4. Jane always does her job ***half-heartedly***. That's why she never succeeds.
   a. Jane always works uneagerly.
   b. Jane always works eagerly.

5. She is a ***reluctant*** cook. She always prefers eating out.
   a. She is always eager to cook.
   b. She is unwilling to cook.

4 Track 14 **Listen to the dialogues and write Dialogue 1 or Dialogue 2 under the correct pictures according to the speakers' likes, dislikes and preferences.**



A. ....



B. ....

5 Track 15 **Listen to the dialogues again and choose the correct option.**

1. Dennis has a flair for ....
   a. creating blogs b. writing poems
2. He wants to study .... at Cambridge University.
   a. English Literature b. Economics
3. When he was 10, he could write poems for ....
   a. his family members b. his teachers
4. He wants Lara to help him with ....
   a. his blog b. his poems
5. When Mel was 8, she could cook ....
   a. cakes b. pasta
6. Mel is going to study Gastronomic Sciences in ....
   a. Spain b. Italy
7. Cameron is sure that Mel will .... one day.
   a. run a restaurant b. give workshops on Gastronomy

6 **Work in pairs. Whose hobby is more attractive, Mel's or Dennis's? Why?**

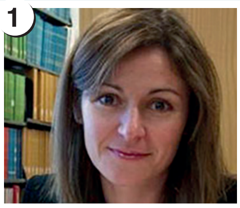
7 **Work in groups. Do you agree with the quote below? Give your reasons.**

> Choose a job you love, and you will never have to work a day in your life.

Reading & Writing

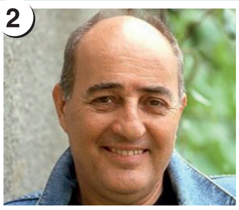
1 a. Look at the celebrities. Do you know what they are into? Guess and write their hobbies under the correct photos.

playing tennis **diving** **building model planes** **cooking and baking**

1 

Feryal Özel

....

2 

Fuat Güner

....

3 

J. K. Rowling

....

4 

Aamir Khan

....

b. Now, check your answers and tell the hobby that attracts you most.

2 Work in groups of three. Read your given paragraph and match the words with their definitions.

		Word		Definition
A	......	1. feat	a.	cause someone to have a particular feeling
	......	2. curvy	b.	an exciting action done by someone skilled
	......	3. stunt	c.	admit something that is wrong or inconvenient
	......	4. arouse	d.	something difficult that needs a lot of skill
	......	5. confess	e.	full of curves
B	......	1. ride	a.	continue to have something
	......	2. visual	b.	a journey in a vehicle
	......	3. quest	c.	part of something compared to the whole
	......	4. retain	d.	relating to seeing
	......	5. proportion	e.	a long search for something
C	......	1. dub	a.	go below the surface of the sea
	......	2. resistance	b.	impossible to damage in any way
	......	3. scoff	c.	give someone a particular name
	......	4. invulnerable	d.	laugh about an idea that is silly
	......	5. submerge	e	when someone or something resists



A

Eskil Ronningsbakken, one of the most incredible performance artists in the world, got into the art of balancing when he was just five years old. His interest aroused when he saw a person doing one of a kind feat on TV. At the age of 18, he felt like the odd man out at school and ran away to a circus. He performed there for 11 years. He knew that balancing was exactly what he wanted to do. In his early thirties, Ronningsbakken put his life on the line by riding a bike on a tight rope over a canyon and doing handstands on a bar that hung under a flying hot air balloon. Later, he rode his bicycle backward down on one of the curviest roads in Norway. In one of his interviews, he confessed that he got anxious before stunts and added that if he ever lost his sense of fear, he'd immediately quit.

3 Read the texts and write the correct names.

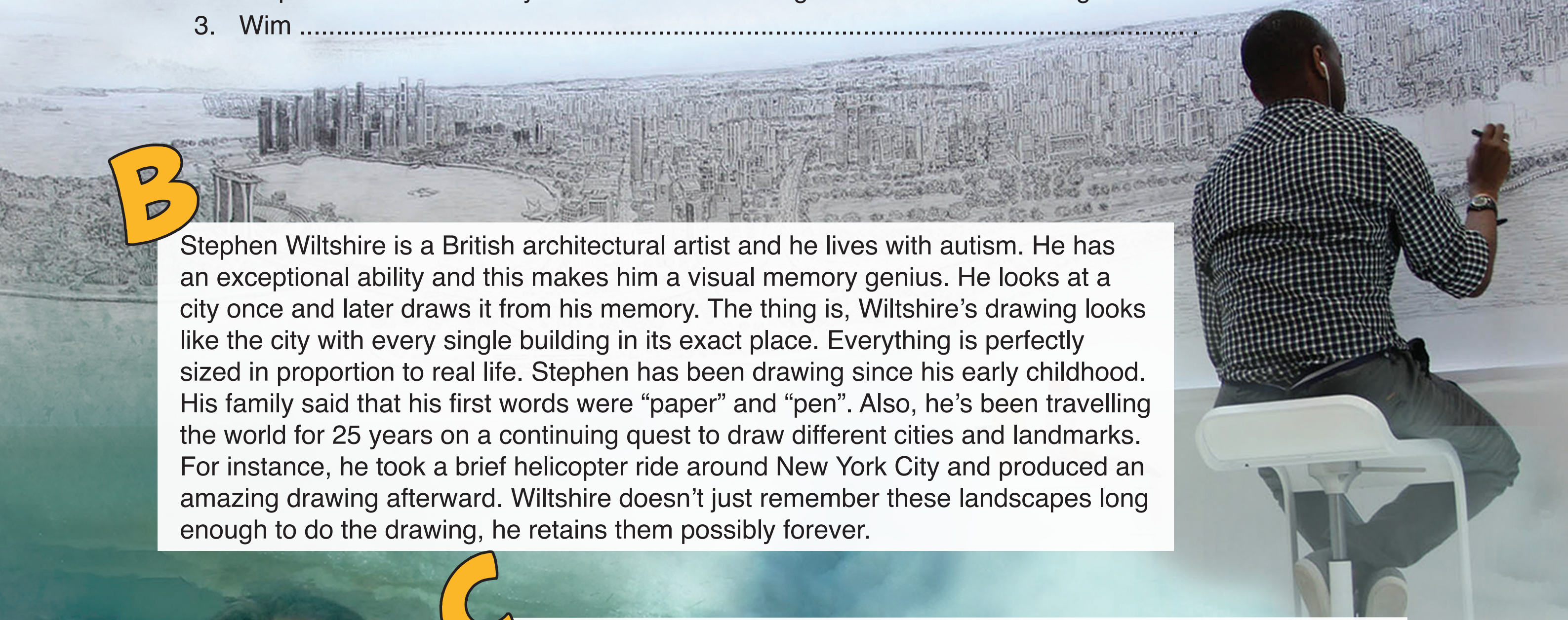
1. .... feeds himself by the feeling of anxiety in him.
2. .... knows how to control his mind pretty well.
3. ....'s sketches are lifelike.
4. .... strengthens his body in hard conditions.
5. .... is inspired while travelling.
6. .... takes the risk of dying during his performances.

4 Read the texts again. Write true (T) or false (F). Correct the false ones.

◯ 1. Eskil got interested in balancing when he was a toddler.
◯ 2. He was invited to a circus at the age of 18 and he started performing there.
◯ 3. He decided to go on with the art of balancing when he was a teenager.
◯ 4. Seeing a city only once is always enough for Stephen to draw in details.
◯ 5. He travels a lot because he is in search of different places.
◯ 6. He'd drawn New York City before he took the helicopter ride.
◯ 7. Wim's endurance to hot degrees gave him the name "iceman".
◯ 8. His body doesn't function the same with the other people.
◯ 9. Wim has shown what the human body can do.

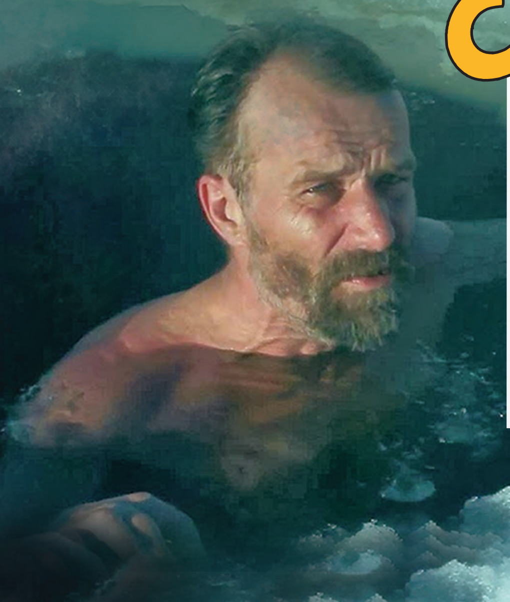
5 Read the statements below. Choose a sentence about Wim and rewrite it without changing the meaning.

1. Eskil was quite different from his friends at school.
2. Stephan is extraordinarily talented in memorising the visuals and drawing them.
3. Wim ....



B

Stephen Wiltshire is a British architectural artist and he lives with autism. He has an exceptional ability and this makes him a visual memory genius. He looks at a city once and later draws it from his memory. The thing is, Wiltshire's drawing looks like the city with every single building in its exact place. Everything is perfectly sized in proportion to real life. Stephen has been drawing since his early childhood. His family said that his first words were "paper" and "pen". Also, he's been travelling the world for 25 years on a continuing quest to draw different cities and landmarks. For instance, he took a brief helicopter ride around New York City and produced an amazing drawing afterward. Wiltshire doesn't just remember these landscapes long enough to do the drawing, he retains them possibly forever.



C

Wim Hof is a Dutch man with the incredible ability of being invulnerable to cold. He has proved his skill by swimming in ice cold water and being buried completely in ice. You might scoff at this as other people have tried these kinds of feats many times. But nobody has ever climbed up Mount Everest wearing only a pair of shorts. The Dutch dubbed him "iceman". Wim's resistance was so great that even when submerged in freezing water that would have killed a normal human in a few minutes, his body temperature barely dropped. When reporters asked him how he had achieved all these, his answer was so simple. He stated that he could easily control his autonomic nervous and immune system response through concentration and meditation.

6 a. Search the Net about a talented person. Find information about the following facts:

- name
- childhood
- special skills
- achievements
- comments about himself / herself

b. Now, write a paragraph about the person you've searched for and make a presentation in the class.

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Game Time! Play "True or False".

Check Yourself

		👍	👍👍	👍👍👍
I can	build relationships between a recorded text and pictures about the people's likes, dislikes, interests and preferences.			
	take part in a dialogue about likes, dislikes, interests and preferences.			
	ask and answer questions about my present and past abilities.			
	identify lexis and expressions related to past abilities.			
	paraphrase information in a text about people's choices.			
	write a paragraph about my interests and abilities.			

THEME
3

HARD TIMES

A. All Coming up Roses!
B. Ups and Downs



Idioms of the Theme
- hit rock bottom
- ups and downs

How can hard times help us get stronger?
Is it easy to deal with problems or is it a nightmare?
When you fail, do you feel like you can't go any longer?
Do you believe miracles are everywhere?

Listening & Speaking

1 Match the prizes and awards with the pictures.

◯ 1. The Nobel Prize
◯ 2. The Oscars
◯ 3. Emmy
◯ 4. FIFA World Cup
◯ 5. Pulitzer
◯ 6. Grammy



A B C D E F

2 Read the statements about the Nobel Prize. Guess and write true (T) or false (F).

◯ 1. Alfred Nobel, who had invented the dynamite, established the Nobel Prizes.
◯ 2. No one got a Nobel Prize during World War I and II.
◯ 3. Big names like Mark Twain and Leo Tolstoy won the prize in Literature.
◯ 4. Orhan Pamuk was the first Turkish person to get a Nobel Prize.
◯ 5. Half of the Nobel Prize winners were women in the 20th century.
◯ 6. Aziz Sancar shared his Nobel Prize in Chemistry with two other scientists in 2015.

3 Match the halves to make meaningful sentences about Marie Curie.

◯ 1. It wasn't easy for a woman to be a successful scientist, so she had to fight ...
◯ 2. Being the daughter of a physics teacher, she wanted to specialize …
◯ 3. Marie didn't have enough money, so she needed to depend …
◯ 4. During her studies in the laboratory, she used to expose herself …
◯ 5. She stayed at hospitals for a long time but she couldn't recover …

a. in Science.
b. from her illness.
c. to radiation in high doses.
d. against the hard conditions until she got the Nobel Prize.
e. on her sister to pay for her education.



4 Track 16 Listen to Thilda and Patrick talking about an assignment on scientist Marie Curie. Tick the information you hear about her.

◯ 1. She had a difficult childhood.
◯ 2. She was the best student in secondary school.
◯ 3. Girls didn't use to go to university in Poland.
◯ 4. Marie and her sister had to make money for their education.
◯ 5. She studied physics in France.
◯ 6. She became a professor at the University of Paris.
◯ 7. Her husband, Pierre Curie, was a scientist too.
◯ 8. Their daughter, Irene Curie, was also a Nobel Prize winning scientist.

5 Track 17 **Listen again and match the events.**

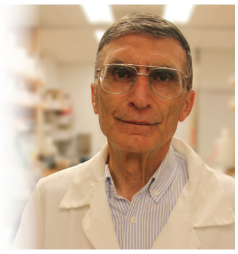
1. Marie's family was poor ....
2. While Marie was working to earn money, ...
3. When Marie was a physics student at university, ...
4. Marie and her husband made great discoveries ....
5. She was a young woman with two children ....
6. While she was doing experiments, ...

a. she was having a hard time.
b. she was exposed to radiation.
c. when she was a little girl.
d. while they were working in the lab.
e. Bronya was attending university.
f. when her husband died.

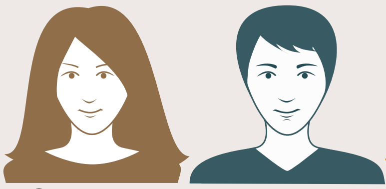
6 **Work in pairs and talk about the scientists below. Use the prompts and the sequence words *first of all, secondly, then, after, before, later, finally* in your speech.**

e.g. *Aziz Sancar was born into a poor, crowded family. He had a very difficult life when he was a child. First of all, he had illiterate parents and …*

- be born into a poor, crowded family
- have illiterate parents
- study in a small town until university
- successfully graduate from the Medical Faculty of İstanbul University
- do his medical practice in poor conditions
- win TÜBİTAK scholarship to study Biochemistry in the USA
- specialise in DNA repair
- win the Nobel Prize in Chemistry in 2015



Aziz Sancar



Student A **Student B**

- be born into an educated family
- be an introvert child
- parents support him to gain the best education
- graduate from the university with a master's degree at the age of 19
- have his own theories in mathematics
- become paranoid schizophrenia when teaching at Princeton University
- stay in hospitals for a long time
- win the Nobel Prize in Economics in 1994



John Nash

7 **a.** **How do you help yourself when you go through hard times? Tick the true statements for you.**

◯ I usually stay positive whatever happens.
◯ I ask for help from my parents.
◯ I create an action plan and move forward.
◯ I believe that I can't control everything and just let it go.
◯ I usually think that there is a silver lining in each difficult time.

b. **Think of a hard time you have experienced. Then share it with your friends.**

1. What happened?
2. When did it happen?
3. How did you feel?
4. What did you do?
5. Did you ask for help?

Reading & Writing

1 What do these quotes say about life? Discuss with your partners.

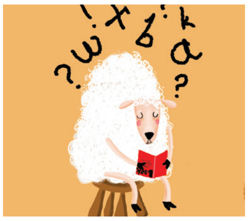
"In three words I can sum up everything I have learned about life. It goes on." — ***Robert Frost***

"When one door is closed, don't you know that many more are open?" — ***Bob Marley***

2 Match the words with the related sentences.



◯ racism



◯ illiteracy



◯ failure



◯ disability



◯ poverty

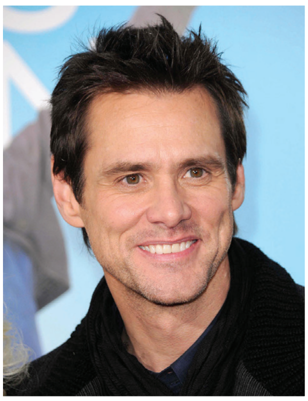
1. Because of the economic crisis, millions of people became extremely poor.
2. Thomas Edison made thousands of unsuccessful attempts before he invented the light bulb.
3. Black people didn't use to have equal rights with white people before mid 60s in the USA.
4. Athletes with different physical and intellectual problems have taken part in the Paralympic Games since 1960.
5. If we want to develop the country, we should reduce the number of people who are unable to read and write.

3 Guess the meanings of the underlined idioms and choose the correct option.

1. When John lost his job, he ***<u>fell on hard times</u>*** and sold his house.
   a. He had a difficult life because he was short of money.
   b. He had to work in difficult conditions.
2. I used to work part-time to ***<u>make ends meet</u>*** when I was at university.
   a. I didn't use to have any money.
   b. I could hardly afford my basic needs.
3. If you want something so much, you should take action and ***<u>pursue your dreams</u>***.
   a. Just wait and don't do anything.
   b. Do your best to make your dreams come true.
4. I didn't ask any help from my family until I ***<u>hit rock bottom</u>***.
   a. I reached the worst possible point.
   b. I felt happy to achieve my goals.

CHALLENGE YOUR LIMITS!

A Japanese proverb says "Fall seven times, stand up eight." Remember that we may come across challenges when we try to achieve our goals, but failure is just a step to be successful. In history, most of the inspiring people who never gave up trying succeeded at last.



To begin with, ... Jim Carrey, for instance, had to suffer from financial problems. When his father lost his job, Jim was only a teenager. After the family fell on hard times with four children, they had to leave their home and live in a caravan. In order to make ends meet, Jim worked eight-hour shifts at a factory after school. At the age of 15, he started to work at comedy clubs in the evenings. Eventually, he had to drop out of school to pursue his dream of becoming a comedian. Poverty didn't stop him and now he's one of the most well-known comedians.

4 a. **Read the essay and underline the thesis statement.**

b. **Now, insert the topic sentences into the paragraphs. One is extra.**

A. difficulty is learning disability
B. a physical disability may seem to be a big problem to become a sportsperson
C. racism can bring misery to the lives of many people
D. poverty is one of the obstacles that you can face while fighting for success

5 **Read the sample challenges and write the names of the people in the essay .**

1. .... kept up training although he / she had a sight impairment.
2. .... continued his / her education despite having problems at school.
3. .... worked long hours at a young age to support his / her family.

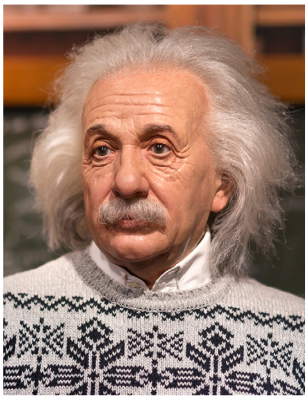
6 **Read the essay again and answer the following questions.**

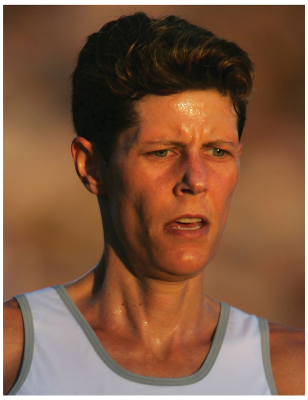
1. Why did Jim Carrey become an unsuccessful student?
2. Why did Einstein have difficulty at primary school?
3. How did Marla become a successful athlete?
4. What are the common personality traits of these three people?

7 **Choose the highlighted words in the essay and complete the sentences.**

1. If you want to make your dreams come true, clear the .... on your way.
2. Children .... poor health conditions during the wars.
3. Science magazines usually .... children to be curious scientists.
4. Martin had to .... the collage since he couldn't afford it anymore.
5. You can easily .... your problems with the support of your family and friends.
6. The people who make a difference aren't scared of taking up ....

Another ....
For example, Albert Einstein wasn't a promising child at primary school because he had dyslexia, disability of reading or writing. Most of his teachers even thought that he was an anti-social loser boy. However, he continued his education and became a very successful physicist. He developed the theories of relativity and won the Nobel Prize in 1921. He showed all the world that one can overcome anything with hard work despite learning problems.





Also, ...
Marla Runyan, a blind American athlete won five gold medals at the Paralympic Games. When she was in the fourth grade, she was diagnosed to be blind with Stargardt disease. Before her illness, she was fond of soccer and gymnastics. She had to give up soccer because she couldn't see the ball anymore. At first, she felt like she hit rock bottom but she trained very hard in her athletics career and won numerous medals. Her success story continues to inspire many disabled people to do what they really want.
In conclusion, there is a silver lining in each difficult situation. We mustn't lose our hope or let obstacles stop us from reaching our goals.

8 **Tick the qualities you need to pursue your dreams. Then, discuss your reasons with your partner.**

◯ courage ◯ curiosity ◯ luck ◯ hard work ◯ determination ◯ imagination

9 **Look at Adam's picture and read the beginning of his story. Then, choose your favourite ending from picture A or B and complete the story.**



Adam was a poor little boy. He used to live in a small house with his big family. He couldn't attend school regularly because he had to work and support his family ...

....

....

....

....

....



A



B

Pronunciation

A. Track 18 **Statements usually have falling intonation. Notice that if the statement begins with a time phrase, this small group of words has rising intonation. Listen and practise.**

Many years ago ↗, women didn't use to go to university ↘.

The day before yesterday ↗, I talked to the school counsellor ↘.

In 1901 ↗, the first Nobel Prizes were awarded ↘.

B. Track 19 **Practise the following statements. Draw a rising / falling arrow. Then, listen and check.**

Last Sunday, ☐ she won her fifth medal in the Olympic Games. ☐

In the past, ☐ she used to have a negative body image. ☐

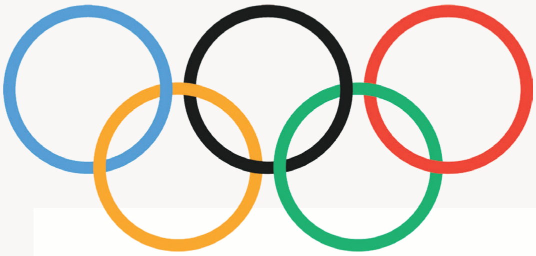
Culture Corner



DID YOU KNOW?

Read the facts about Olympics, the Oscars and FIFA World Cup. Place the following facts in the missing parts.

1. The length of the red carpet at the Dolby Theatre, where the ceremonies are held, is 152.4 metres.
2. In 1950, India dropped out of the tournaments when they weren't allowed to play barefoot.
3. The five rings represent Africa, Asia, Australia, Europe, and the Americas.



OLYMPICS

1. The first recorded ancient Olympic Games were held in 776 B.C. as a religious festival. And the first Summer Olympic Games were held in 1896 in Athens, Greece.
2. Since 1913 the gold and silver Olympic medals have been made out of 92.5% silver, and the gold medals should be plated with at least six grams of gold.
3. Because of World War I and World War II, there were no Olympic Games in 1916, 1940 or 1944.
4. The first Olympic Games televised worldwide was the Rome Olympics in 1960.
5. ....

THE OSCARS

1. The Academy Awards, also known as the Oscars, first took place at a private dinner for about 270 people in 1929.
2. The Oscar statuette is 34 centimetres tall and 3.5 kg.
3. Walt Disney won 22 Academy Awards from 59 nominations, and holds the record for most Academy Awards in history.
4. **Ben-Hur**, **Titanic**, and **The Lord of the Rings: The Return of the King** are the most successful films in Oscar history, each winning 11 Oscars.
5. ....



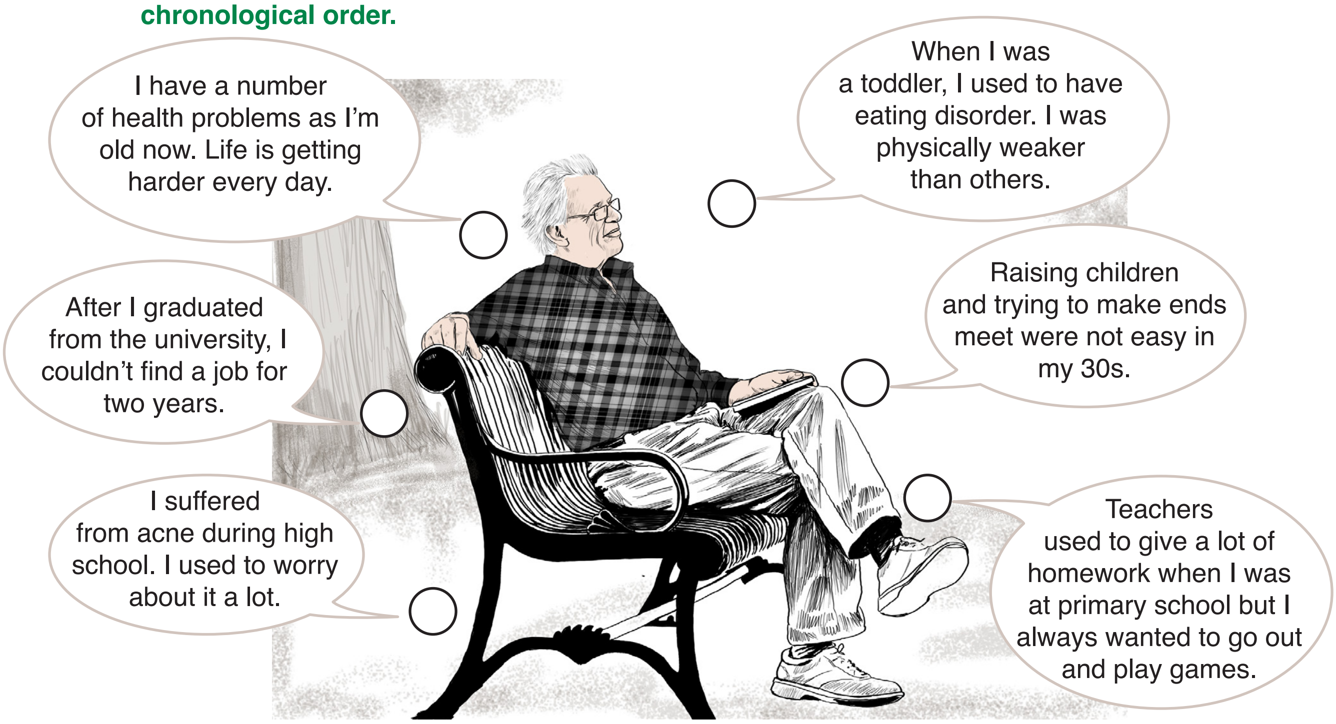
FIFA WORLD CUP



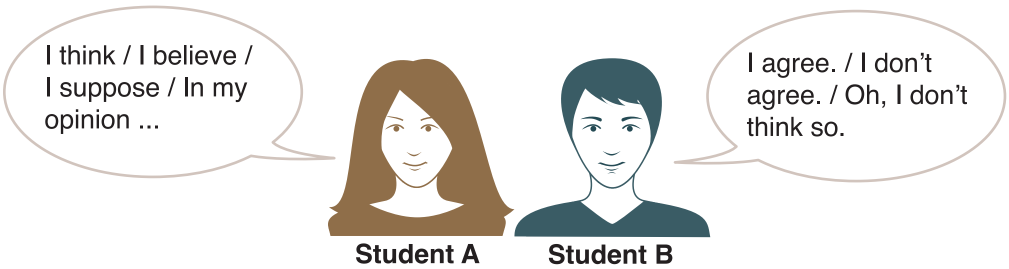
1. The World Cup tournament, which is put on by FIFA every 4 years, is the most widely viewed sporting event in the world.
2. The winning nation has the original trophy, made of 6.175 kg solid gold, until the celebrations are over. Then they take home a cheaper replica that is just gold-plated.
3. Brazil has won the most titles with 5 wins out of 20 tournaments.
4. The winner of 2018 World Cup in Russia takes home $50 million.
5. ....

Listening & Speaking

1 a. Read the hard times that Mr Parker has experienced throughout his life. Put them in chronological order.



b. How do you think he dealt with these problems? Share your opinions with your friends. Use the expressions below.



c. Work in pairs. Talk about the habits that you had when you were a toddler / child / a primary school student.

e.g. *A: What did you use to do when you were at primary school?*
B: I used to do less homework. How about you?
A: I used to get up earlier.

2 Match the following words.

◯ 1. get rid of	a. medication
◯ 2. prescribe	b. a dermatologist
◯ 3. see	c. ointment
◯ 4. apply	d. scars



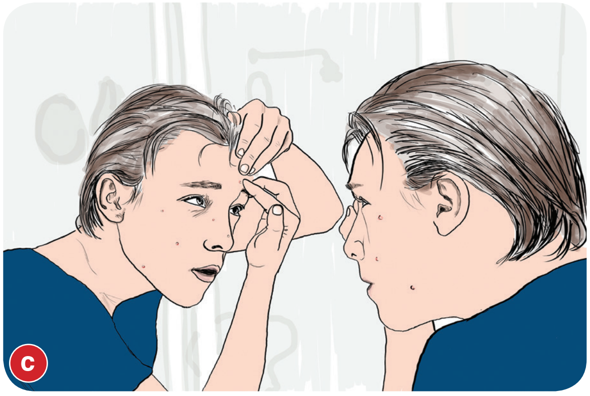
3 Look at the picture and answer the following questions.

1. What are they talking about?
2. Why is the boy pointing at his face?
3. What might be the problem?

4 Track 20 **Listen to the dialogue between Colt and his father, Steve. Put the pictures in the correct order.**















5 Track 21 **Listen to the dialogue again and write true (T) or false (F).**

◯ 1. Steve used to feel embarrassed because his friends made fun of him.
◯ 2. His friends were understanding and helpful.
◯ 3. Cleaning his face with soap many times a day helped Steve.
◯ 4. After he squeezed his pimples, he got new ones the next day.
◯ 5. His grandmother made the herbal medicine.
◯ 6. He used to eat healthy food before he saw the dermatologist.
◯ 7. The doctor advised him to use some medication.
◯ 8. He got rid of his pimples in a year.

6 **Work in pairs and tell the picture story to your partner in your own words.**

Reading & Writing

1 a. Think about the teenage problems below and tick the boxes.

Teenagers suffer from ...

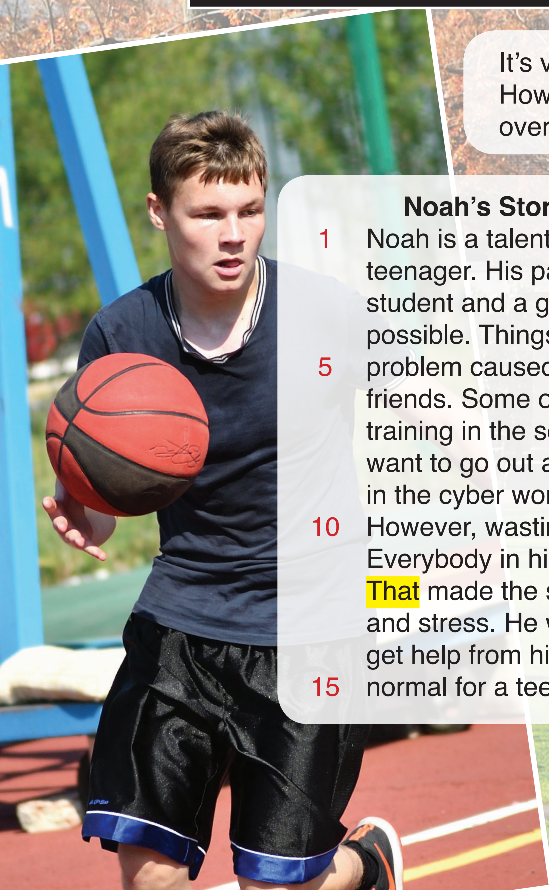
	strongly agree	agree	disagree	strongly disagree
cyber addiction				
exam stress				
depression				
bullying				
negative body image				
eating disorder				
sibling rivalry				
acne				
parents' pressure				

b. Work in pairs. Tell and discuss about your own experiences. Have you ever suffered from a teenage problem? How did you deal with it? How did you use to feel?

2 Guess the meanings of the underlined idioms and choose the correct options.

1. It's quite usual to have ***ups and downs*** in our lives. We can't always be happy.
   a. We can have good and bad times. b. We need to stay positive.
2. My boss used to be a real ***pain in the neck***. He usually made us work at weekends.
   a. He created a happy atmosphere at work. b. He caused annoyance and unhappiness.
3. Horrible events happened in a ***chain reaction*** after the war. Each disaster caused another one.
   a. The events made people unhappy. b. Each event affected the next one.
4. Don't laugh at or ***make fun of*** my hair! I know it looks terrible today.
   a. Don't make a joke of my hair. b. Don't tell me to do my hair.

PASSING THROUGH TEENAGE PROBLEMS



It's very normal for teenagers to go through physically and socially hard times. However, you should keep in mind that these challenging times will soon be over. Let's take a look at the stories of two bright young people.

Noah's Story

1 Noah is a talented basketball player but he had a pretty tough time when he was a teenager. His parents used to compare him with his elder brother who was a brilliant student and a good football player. He felt like they were criticising him whenever possible. Things weren't easy in his social life, either. It was like a chain reaction, one
5 problem caused another. He was much shorter and less sociable compared to his friends. Some of his friends used to bully him physically and verbally when he was training in the school gym. They used to humiliate him in front of everybody, so he didn't want to go out at all. He used to spend long hours in front of the computer because in the cyber world no one judges a person for his or her appearance or personality.
10 However, wasting too much time on the Internet caused another big problem. Everybody in his family used to ask him questions about his future plans and career. That made the situation even worse for him because he used to feel a lot of pressure and stress. He wanted to end that depression, so he decided to talk to his parents and get help from his teachers. He finally learned that experiencing ups and downs is quite
15 normal for a teenager. Everything has changed for better now.

3 📖 **Read the short stories about Noah and Olivia. Fill in the chart with the teenage problems in exercise 1a.**

Noah	Olivia
bullying	
	parents' pressure

4 📖 **Read the stories again and write true (T) or false (F).**

Noah

◯ 1. He used to be fond of sports.
◯ 2. His brother used to bully him.
◯ 3. He used to be unhappy when he was a teenager.
◯ 4. He used to be a cyber addict.

Olivia

◯ 1. She didn't use to be happy with her body and face.
◯ 2. She didn't want to take part in social activities.
◯ 3. The teachers used to pressure her to be the best.
◯ 4. She didn't use to have any close friends.

5 **Look at the highlighted words and find out what / who they refer to.**

Noah's Story

they (line 3) : ....
They (line 7) : ....
That (line 12) : ....

Olivia's Story

most (line 1) : ....
them (line 13) : ....
them (line 18) : ....

Olivia's Story

1 Being a teenager can be troublesome for most. For example, Olivia was a little bit overweight when she was a high school student. Also, she used to have acne all over her face. She used to think people were talking behind her back. Some of her friends used to make
5 fun of her physical appearance, so she had a low self-esteem. As she thought cutting on food could solve that problem, she almost stopped eating. However, things went worse and she began to feel unhealthy and depressed. She couldn't find the strength and self confidence in herself to participate in social activities. What is more
10 annoying is that her parents used to pressure her to study a lot and be the best student at school. Exams used to be a nightmare as she was afraid to fail and embarrass them. They did not know that future was not a matter for her at that time. Fighting those problems was a real pain in the neck for her. Fortunately, Mr. Jordan, her school
15 counsellor, realised her situation and she started to visit him in the counsellor's room several times a week to overcome her problems. Having the right friends around her and sharing secrets with them made her life even easier and happier.



6 a. **Read the information about Noah's story. Fill in the missing information for Olivia.**

	Noah	Olivia
plot	teenage problems	
setting	home, school gym	
characters	Noah and his parents / elder brother / friends / teachers	
climax	He felt a lot of pressure and decided to end this so he wanted help from his parents and teachers	

b. **Work in pairs and summarize the stories using the information in the chart in exercise 6a. Then tell one of the stories in your own words.**

7 **Read the funny story of Martin and write a suitable title for it.**

....

It was the last exam of the year and I was so happy to finally graduate from the secondary school. We were having maths exam and the classroom was so silent that we could hear each other breathing. I didn't have time for breakfast and my stomach started to make that dying whale sound. I coughed to cover up that embarrassing sound. But it happened again and again. Everybody looked at me and we all laughed. It has been a funny memory for me since then.



8 **Work in pairs and tell a funny anecdote like the one in exercises 7.**

9 **Write your anecdote in detail and describe your feelings.**

Game Time! Play "Quiz Time".

Check Yourself

I can	👍	👍👍	👍👍👍
put the events in the correct order by listening to the recorded text.			
recognise vocabulary indicating sequence of events while listening.			
express and share opinions in ordering past events.			
talk about a personal story in the past.			
read and analyse a short story.			
express and share my opinion about past events in written form.			

THEME

4

WHAT A LIFE!

A. Childhood Dreams
B. Turning Points and Triumphs

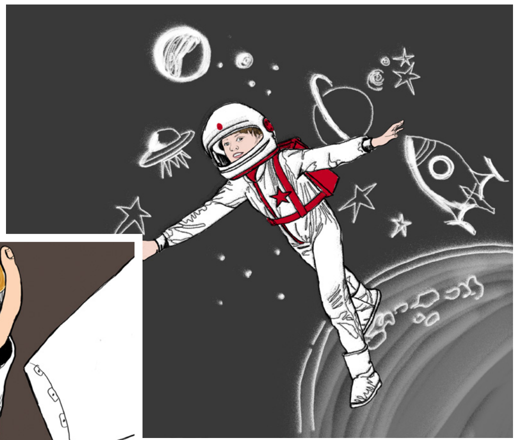


Idioms of the Theme
- blood, sweat and tears
- reach for the stars

Where should we look for the key to success?
In the lives of great people or in childhood dreams?
How do you think some people took it to extremes?
Is it really hard to reach success as it seems?

Listening & Speaking

1 **Tick the childhood dreams you wished when you were a child and add two more. Then give your reasons.**





- ◯ to be famous
- ◯ to fly
- ◯ to live in a castle
- ◯ to go to space
- ◯ to become an adult
- ◯ to be a scientist
- ◯ to find a hidden treasure
- ◯ to help the poor
- ◯ ....
- ◯ ....

2 **Read and talk about the childhood dreams of the celebrities below. Then, match them with their photos.**

◯ 1. “Anyone who has spent any time in space will love it for the rest of their lives. I achieved my childhood dream of the sky.”

◯ 2. “As I always wanted to be a famous author, I began writing and selling monster stories at an early age. I also wrote stories about a mythical kingdom of my pet turtles in toy castles.”

◯ 3. “At a young age, I told my parents about my decision to study medicine. And since then I’ve believed what I did in the past is not enough, there is also the future.”

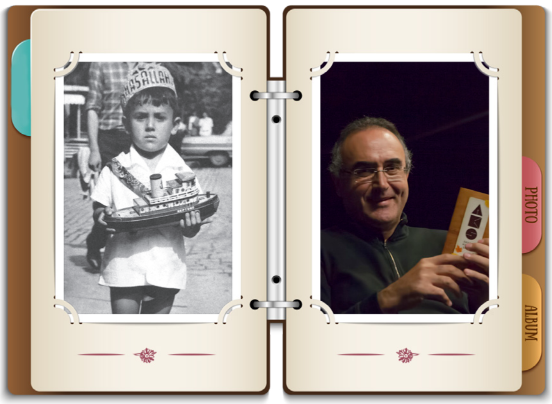
◯ 4. “After I visited the İstanbul Archaeological Museum at the age of seven, I put all my mother’s jewellery in a drawer. Then, I went outside to play ‘museum game’ with my friends. As you can guess, it didn’t last long.”

A



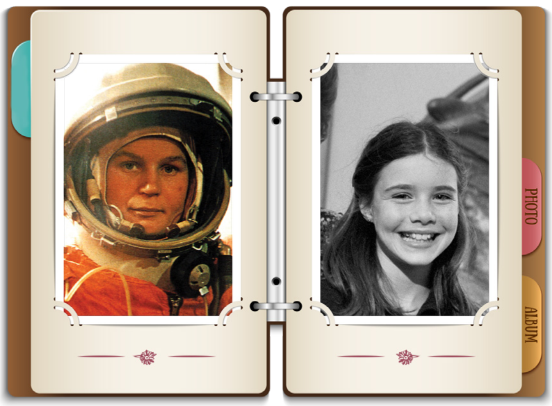
Rita Levi Moltalcini, an Italian scientist

B



Sunay Akın, a Turkish poet

C



Valentina Tereshkova, a Russian cosmonaut

D



George R. Richard Martin, an American novelist

3 **Work in pairs. Fill in the blanks with the words below to make true statements about Sunay Akın.**

2009	founder	Trabzon	tailor	giraffes
İstanbul	buttons	1962	“Moon Thief”	museum



1. He was born in .... in ....
2. His father was a .... and his first toys were ....
3. He is the .... of .... Toy Museum.
4. .... is the name of his book published in ....
5. Two life-size .... stand at the front of the ....

4 Track 22 **Listen to the conversation with Sunay Akın and choose the correct option.**

1. Sunay Akın’s favourite quote is ... .
   a. “Impossible is nothing”
   Mohammad Ali
   b. “If you can dream it, you can do it”
   Walt Disney
   c. “Nothing is impossible, the word itself says; I’m possible”
   Audrey Hepburn
2. Success is not a coincidence because ... .
   a. it requires blood, sweat and tears
   b. you have to be lucky
   c. it requires imagination
3. Mustafa Kemal always had ... with him throughout his life .
   a. his uniform
   b. his neighbours
   c. his books
4. According to Moltalcini, the most important thing is ... .
   a. following our dreams in life
   b. leaving a message behind us
   c. thinking of other people
5. What led Sunay Akın to open İstanbul Toy Museum was ... .
   a. his museum game as a kid
   b. a photo of his childhood
   c. a toy called Neptune
6. When he found Neptune in an antique shop in Germany, ...
   a. he had cried
   b. he had put it next to his photo
   c. he was 42

5 **Match the underlined words with their substitutes.**

◯ 1. You can <u>achieve</u> your dreams when you believe so.
◯ 2. Success is not <u>a coincidence</u>.
◯ 3. Walt Disney was one of the most <u>gifted</u> people in the past.
◯ 4. Young Mustafa dreamt of an <u>impressive</u> school uniform.
◯ 5. He was a <u>diligent</u> student during his school years.

a. hard-working
b. realise
c. admirable
d. talented
e. luck

6 **Work in pairs. Share your childhood experiences. Ask and answer the questions below.**

1. What was your favourite toy?
2. How did you play with it?
3. Do you still have it?
4. Did you ever wish for a toy you could never have?
5. How would you feel if you could have it years later?

7 **Choose a celebrity / an author / an actor, etc. Then, search about his / her childhood to share with your classmates.**

Reading & Writing

1 **Look at the museum types. Which one(s) do you prefer visiting? Explain why.**


space museum


toy museum


art museum


wax museum


natural history museum


technology museum


history museum


science museum

2 Track 23 **Listen to Andy and answer the questions.**

1. What was his boyhood dream? ....
2. What did he do to make it real? ....

3 **Look at Andy's webpage and the pictures. Choose an appropriate heading for each text. One is extra.**

A. Watch for dangerous creatures!
B. Press the red button. Here we go!
C. All celebrities are my friends!
D. Welcome back to the childhood!

MUSEUMS

1. ....
My name is Bao Yuan, from China. Last week we were in İstanbul, Turkey. We visited **İstanbul Toy Museum** with my grandmother. She began to tell her memories in excitement when she saw her childhood toys there. It was great for me to see the childish happiness on her face. I liked the museum very much. There were a lot of toys from different cultures and countries including Germany, the USA, France, Italy and Japan. I could feel the stories of many children around the world in my heart. I couldn't meet the poet Sunay Akın, the founder of the museum as he had gone out just before we arrived. But I met the curator while my grandma was talking to him. She made a small donation to help the museum. I took a lot of pictures and by the time I wrote here, I had already shared them with my friends. I love this one best with the tin soldier outside the museum.



4 Read the webpage and the statements below. Write true (T) or false (F). Correct the false ones.

( ) 1. The types of the three museums are completely different from each other.
( ) 2. We know the founders of two museums and their occupations.
( ) 3. All the museums have things to show from different countries.
( ) 4. Taking photos is forbidden in these museums.
( ) 5. They all have something to do with childhood dreams.
( ) 6. Their collections are limited.

5 Read the webpage again. Decide the owner of the statements. Write Bao, Hilary or Horge.

1. “I think making wax figures requires blood, sweat and tears.” ....
2. “They became very happy when they saw the souvenirs I bought for them.” ....
3. “This place is very touchy for elder people as it reminds them of their childhood memories.” ....
4. “My friends got crazy when they saw my pictures hand in hand with Hollywood stars.” ....
5. “The skeletons are not frightening to me anymore.” ....
6. “I couldn’t stop myself from thinking how the owner of this rocking horse had felt then.” ....

6 Fill in the blanks with the highlighted words in the texts.

1. The journalists made an interview with the .... about the new exhibition.
2. The famous businessman is also the .... of this charity organisation.
3. There are various kinds of fossil animals in the .... of the museum.
4. I didn’t understand how the .... created such a good work just by using sand.
5. We were able to get the tickets after waiting in the .... for a long time.
6. We adored the large .... of paintings by famous artists.
7. We made a small .... to buy new clothes to the street children.
8. My favourite pop star’s wax .... looked almost alive.

2. ....
Hello I’m Hilary. I’m from the UK. We were in Frankfurt two days ago. What I liked best there was the **Senckenberg Natural History Museum** as I’m crazy about dinosaurs. I had never seen such a large exhibition of dinosaurs before. The life-size dinosaurs greeted us outside the building and I followed the tracks of a Titanosaurus towards its huge skeleton inside. There was an amazing section like a laboratory of a crazy scientist. Stuffed animals were everywhere. There were tubes and jars full of body parts of different animals. I had never seen so many fossil animals and plants from all around the world. I took lots of photos. By the time I went out, I had felt like a time traveller in the large archives of life. There were all the answers that mankind had looked for throughout the past centuries. I bought some small dinosaur toys for my friends from the gift shop. It was great.





3. ....
Hi, my name is Horge. I’m from Spain. Last Saturday I was in London for the second time. I couldn’t have the chance to visit **Madame Tussauds** on my first visit. Marie Tussaud, a wax sculptor, was the founder of the museum. Early in the morning I took my place in the queue. I waited for some time, but it was worth waiting. I walked along the red carpet and took a selfie with all my favourite celebrities in party area of the museum. I loved Kate Winslet best. Her wax sculpture was so real that I felt excited to be with my favourite actress. I discussed his relativity theory with Einstein in Culture Area and played football with Lionel Messi. It was like a very big party full of famous people of all times. When I arrived there, the party had already begun. I enjoyed it. As all good things came to an end, I found myself out of the museum just before the closing time.

7 a. Guess the jobs of the people in the photos and write the correct number next to their jobs.

◯ opera singer ◯ mathematician ◯ archeologist
◯ architect ◯ violinist ◯ PR Specialist

b. Choose one of the Turkish figures given below. Search the Net and write an essay about him / her.

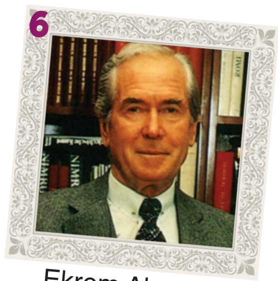

1 Betül Mardin


4 Leyla Gencer


2 Cahit Arf


5 Suna Kan


3 Mimar Sinan


6 Ekrem Akurgal

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Pronunciation

A. Track 24 **Listen and practise. Notice the pronunciation of *-ed*.**

/d/	/t/	/ɪd/
smelled /smeld/	walked /wɔːkt/	visited /vɪz.ɪtɪd/
allowed /əˈlaʊd/	hoped /həʊpt/	exploded /ɪkˈspləʊdd/
....	....	....
....	....	....

B. Track 25 **Listen and write the following verbs under the correct sound.**

• claimed • waited • kissed • raised • selected • talked

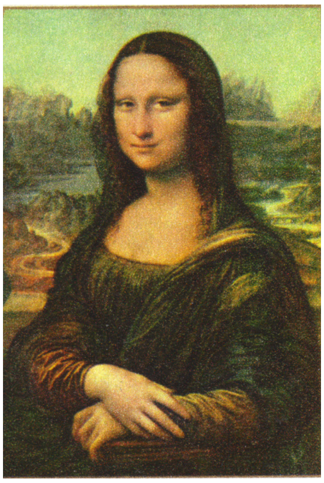
Culture Corner



A. Do you know the creators of these world-famous masterpieces? Complete the descriptions of them with the names of the artists given.

B. Read about the famous artworks. Which one is your favourite? Explain why.

Michelangelo	Leonardo da Vinci	Van Gogh	Auguste Rodin	Pablo Picasso



1 ***The Mona Lisa***, the best known art work of all times, is a half-length portrait of a woman by the Italian artist .... It was painted between 1503 and 1506. It has been on display at the Louvre Museum in Paris, France since 1797.

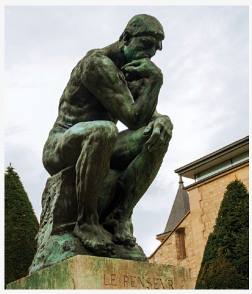
2 ***David*** is a masterpiece of the Renaissance sculpture. It is created between 1501 and 1504 by .... The statue can be seen in The Academia Gallery, in Florence, Italy.

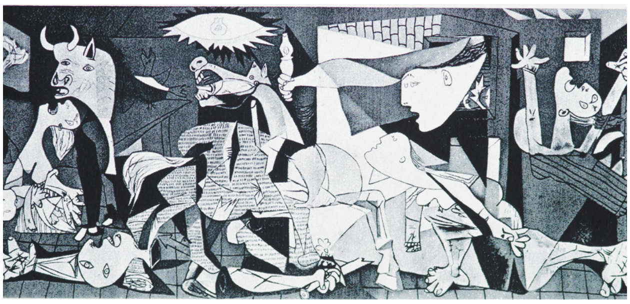


3 ***The Starry Night***, ...'s one of the finest works, was painted in June 1889. It depicts a view of an idealized village just before sunrise. It has been in the permanent collection of the Museum of Modern Art in New York City, the USA since 1941.



4 ***The Thinker*** is a bronze sculpture by .... The work shows an over life-size male figure sitting on a rock. He looks in deep thoughts with his chin on his hand. It is often used as an image to represent philosophy. Rodin made the first small plaster version around 1880. The first large-scale bronze casting was finished in 1902. It is in Rodin Museum in Paris, France.





5 ***Guernica*** is one of the most famous paintings in the world. It is in Reina Sofia Museum, Madrid, painted by Spanish artist .... He completed it in 1937. The painting, which uses a palette of gray, black, and white, is believed to be one of the most moving and powerful anti-war paintings in history. It shows the suffering of people by the bombing of Guernica, a village in northern Spain.

Listening & Speaking

1 Talk about the photos and answer the questions.

1. What were these people's jobs?
2. Where did they work?
3. What happened in 1986?







2 Track 26 You are going to listen to a dialogue about the Challenger disaster. Guess and tick the words you might hear. Then listen and check your answers.

◯ danger ◯ crew ◯ explosion ◯ plane
◯ motorbike ◯ survive ◯ braveheart ◯ shuttle

3 Track 27 Listen to the dialogue again and match the events.

◯ 1. After the crew had died in the accident,
◯ 2. When the Challenger lifted off,
◯ 3. By the time it launched,
◯ 4. Finally, the shuttle took off
◯ 5. Before the crew got on the shuttle,
◯ 6. After the Challenger exploded,

a. a commission worked to discover the reason of the disaster.
b. they had taken a hard training programme.
c. everybody watched it breathlessly.
d. but after a short while it exploded.
e. their families had hard times.
f. they had delayed it several times because of bad weather conditions.

4 a. Track 28 **Listen again and put the statements in the correct order.**

- ( ) a. She prepared for her mission together with the other astronauts.
- ( ) b. With the result of the commission's studies, NASA had to renew its space programme.
- ( ) c. Then it exploded just seventy-three seconds after the launch.
- ( ) d. Millions of people watched the pieces of the shuttle falling down.
- ( ) e. The authorities started a commission to search for the details of the accident.
- (1) f. It all started when a school teacher had the chance of being the first non-astronaut in space.
- ( ) g. And the time had come, at 11:38 a.m., Challenger left Kennedy Space Center.
- ( ) h. The explosion of the Challenger space shuttle killed all seven crew members.

b. Now, write the letters of the statements above in the correct column of the chart.

Before the Accident	During the Accident	After the Accident
		b

5 Look at the photos and talk about what these people are looking at and what happened.


1


2

6 a. Work in pairs. Take the roles. Continue the dialogue below to talk about the details of the Challenger disaster. Use the question words given.

what	when	how many	how long	why	how	where

Journalist : *Good afternoon. We'd like to talk about the explosion. We are very sorry for the crew members. How many people were there?*
NASA member : *There were ....*
Journalist : *What were they doing?*
NASA member : *They were ....*

b. Now, record your interview and share it with your classmates.

Reading & Writing

1 **Read the news on Magazine cover and fill in the blanks.**

1. There were .... people on board.
2. One of the crew was ....
3. The shuttle turned into a ....
4. The explosion happened above the ....



2 **Read the text quickly. Match the words to describe McAuliffe as in the example.**

e.g. *She was an ordinary teacher.*

(c)	1. ordinary	a.	civilian
( )	2. diligent	b.	person
( )	3. gifted	c.	teacher
( )	4. big-hearted	d.	figure
( )	5. privileged	e.	student
( )	6. memorable	f.	mother





Sharon Christa McAuliffe had been an ordinary teacher when NASA selected her for "Teacher in Space Program" in 1985. Winning the privilege of being the first civilian in the space was the last turning point of her life.

1) ....
....

Her father was an accountant and her mother was a teacher. She was an active child and loved playing outdoors. (a) She was gifted in music and she studied the piano. She performed in musicals at high school. 2) ....
....

When she graduated from Framingham State College in 1970, she was planing a career in social service. In the same year, on August 23, she married Steven McAuliffe and went to live in Maryland. She started her teaching career there. As a diligent student, she earned a master's degree in 1978. Her husband became a lawyer. They had a son in 1976 and a daughter three years later. She was a big-hearted mother not only for her own children but also for her students.

3 **Read the text and complete the text with the sentences below.**

a. By the time the crew understood something went wrong, the shuttle had caught fire.
b. She also met her future husband, Steven James McAuliffe before high school graduation.
c. She shared her experiences during the training process with public through media.
d. McAuliffe was teaching at Concord High School in November 1984 when “Teacher in Space Project” was announced.
e. Sharon Christa Corrigan was born on September 2, 1948 in Boston, Massachusetts.

4 **Read the text again. Answer the questions.**

1. What made Christa McAuliffe privileged?
2. When and where was she born?
3. What did her parents do?
4. How old was she when she married Steven McAuliffe?
5. How many children did she have?
6. How did she share her experience?

5 **Match the highlighted sentences in the text with their similar ones given.**

1. She was talented in music and she excelled in playing the piano. ....
2. She was likely to become very successful in the future. ....
3. She tried to do something very difficult and she became unforgettable. ....
4. She looked forward to the results in a very excited mood. ....



3) ....
....

(b) She waited for the result with bated breath until the president declared that she was the winner from 11,500 other candidates. She promised to share her space adventure by keeping a diary for students from all over the country. After 120 days of training and preparation for the flight, Christa McAuliffe became good enough to be a member of the Challenger crew. (c) She had a promising career and a bright future ahead. 4) ....
....
....

When she learned how to take clear photos from space with a personal camera, she planned to return with souvenir pictures of her trip like tourists.

Then the time had come. At 11:38 a.m. on January 28, 1986, the Challenger was ready to launch from Kennedy Space Centre with a crew of six with McAuliffe. (Commander Francis Scobee, Pilot Michael J. Smith, engineer Ellison S. Onizuka, and engineer Gregory B. Jarvis.) The space shuttle Challenger exploded up in the sky only 73 seconds after the launch. 5) ....
.... (d) McAuliffe reached for the stars and became a memorable figure in space history. She was only 37.



6 **Work in pairs and retell the life story of Crista McAuliffe in your own words using the information below.**







when	2nd September 1948	the age of 37
before	in 1985	after
in 1970	by the time	28th January 1986

7 **Write a short biography of a scientist / playwright / leader, etc. by following the plan below.**

- name / surname
- when / where born
- early life
- achievements
- later years / date and place of death
- your feelings and comments

....

....

....

....

....

....

....

....

....

....

Game Time! Play "Memory Challenge".

Check Yourself

I can	👍	👍👍	👍👍👍
listen and put the past events in the correct order.			
list the phrases used to reveal sequence of past events.			
share my personal experiences in the past.			
practise the pronunciation of -ed endings.			
read a biography of a famous person.			
write an essay about a well-known figure from Turkish history.			

THEME

5

BACK TO THE PAST

A. Wish for the Best
B. Access Denied



Idioms of the Theme

- turn a deaf ear
- stick the knife into

Have you ever had a wish come true at last?
Do you really want all your wishes to come true?
What would you change if you could go back to the past?
Which moment would you like to live anew?

Listening & Speaking

1 a. **Look at the habits below and tick the bad ones.**



1. interrupting people



2. establishing good sleeping routine



3. cracking your knuckles



4. biting your nails



5. flossing your teeth regularly

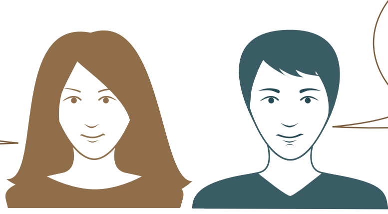


6. snacking too much

b. **Work in pairs. Discuss the effects of bad habits in exercise 1a with your partner.**

e.g.

I think interrupting someone while she / he is talking is a bad habit. It may be annoying and you can be considered as a rude person.



Student A *Student B*

Yes you're right. Also, it may harm your personal relationships.

2 **How can you break a bad habit? Tick the statements which are true for you. Explain why you've chosen them.**

◯ I talk to an adult / a friend.
◯ I take medical help.
◯ I attend a seminar / workshop.
◯ I call an advisor.

3 **You are about to listen to three teenagers talking to Aunt Dorothy in a radio programme. Look at the photos and guess the bad habits they are talking about.**





4 Track 29 **Listen to the radio programme and tick the correct information.**

◯ 1. Aunt Dorothy wishes Amy had decided to stop snacking before getting sick.
◯ 2. Amy wishes she had called Aunt Dorothy before.
◯ 3. Aunt Dorothy wishes Harry had called his friends and apologised.
◯ 4. Harry wishes he hadn't pulled his hair.
◯ 5. Aunt Dorothy wishes Paula had stayed in the shade.
◯ 6. Aunt Dorothy wishes Paula had worn a hat while sunbathing.

5 Track 30 **Listen again and choose the correct options.**

1. If Amy hadn't had an eating problem, …
   a. she would be unhealthy.
   b. she wouldn't have called Aunt Dorothy.

2. If Amy had realised she had eaten too much, …
   a. she wouldn't have spent a day at a hospital.
   b. she would have been sick.

3. If Harry hadn't spent too much time online, …
   a. he will meet his friends.
   b. he wouldn't have forgotten to meet his real friends.

4. If Harry had remembered to meet his friends, …
   a. he wouldn't have felt stressed.
   b. he would have become a social media addict.

5. If Paula had applied sunscreen, …
   a. she would have suntan.
   b. she wouldn't have had burns.



6 a. **Work in pairs. Talk about a past event you regret about. Ask and answer the questions.**

1. What happened?
2. When did it happen?
3. What did you do?
4. What did you wish to happen instead?

b. **Tell your friend's experience to the class.**

Reading & Writing

1 Look at the school behaviour problems below. Discuss how they affect the students' school performance.

- passing around notes in class
- coming late to classes
- making fun of friends
- chatting during lessons
- delaying projects

2 Read the statements and choose the closest meanings of the underlined idioms.

1. I wish you had backed me up. I really needed your help.
   a. I wish you had supported me.
   b. I wish you had comforted me.
2. I wish you didn't turn a deaf ear to my requests. You should listen to me.
   a. I wish you didn't control my requests.
   b. I wish you didn't ignore my requests.
3. I wish you didn't take it to heart. He is just kidding.
   a. I wish you didn't take it seriously.
   b. I wish you listened to him.



Dear Mrs Leeds,

I'm glad to have this opportunity to write you years and years later. I wish I had had enough courage to write you before. It is still a shame to realise what a bad student I was and what a great teacher you were.

We met when you chose me for the school play. Unlike others, you gave me a chance although I wasn't a brilliant student. You helped me memorise my lines but what I did was to show up without practising well enough. Nevertheless, you went on backing me up. I didn't work on the play and when I was on the stage, my performance was terrible. You reminded me the golden rules of success many times. Unfortunately, I turned a deaf ear to your advice. I had the opportunity to learn more from you but I was always late, so I couldn't take the advantage of spending time with you. Besides, my friends and I wrote silly notes and passed them around in the class. In spite of our nasty behaviour, your reaction was only a deep sigh and being with us whenever we lost heart.

As you can guess I have endless regrets now. I wish I had taken part in all school plays and listened to your advice all the time. If you hadn't encouraged me, I wouldn't have loved acting so much. Now, I am at Theatre and Reading Club of the college and whenever I act, I feel that you see me somewhere.

And now it's time to thank you for all your efforts after all these years. Mrs Leeds, I will never forget you.

Magda Moore

3 Read the e-mails and underline the sentences with wish, regret or unreal past expressions.

4 **a. Work in pairs. Read the e-mails again and answer the following questions. Student A: Read Magda's letter. / Student B: Read Mrs Leeds's letter.**

1. Why is she writing the letter? ....
2. How does she feel while writing the letter? ....
3. What does she think about teenagers? ....
4. What does she wish now? ....
5. What does she thank for? ....

b. Ask and answer the questions from "exercise a" to find about your friend's mail.

5 **Complete the sentences using the highlighted words in the e-mails. Make necessary changes.**

1. My theatre trainer wished I .... my lines before the rehearsal.
2. She wishes her brother .... his English pronunciation now to pass the speaking test.
3. I wish you .... yesterday to see the film with us.
4. If Luke's mother .... him the time of the match, he wouldn't have missed it.
5. If you .... to help the people in need, everybody in class would have supported you.
6. The director wished the actor's skill .... a good performance after rehearsing so much.
7. The girls wish their team .... in the first 20 minutes of the game. They lost the match.
8. The little boy wishes his mother .... his imaginary friend.



Dear Magda,

When I received your e mail, I read it all in one breath. I am retired now and I miss those years. So your letter made me feel the satisfaction of being a teacher again. I wanted you to know my feelings as well. Please don't be ashamed; you were only a teenager. I'm sure you didn't intend to break anybody's heart. If you hadn't been so inexperienced, you wouldn't have made mistakes easily. I met many students like you and I just tried to inspire them to find their own ways. If I hadn't been patient enough, I couldn't have led talented individuals like you. After all, when my students made something wrong, I didn't take it to heart because if they hadn't made mistakes, they wouldn't have learnt the life itself.

I have some regrets, too. When you had no desire to study, I wish I had led you more. Whenever you lost your motivation, I wish I had had more chance to encourage you to go on. And of course I wish my students' fear of failure had turned into a real success.

I want to thank you for remembering me after all those years.

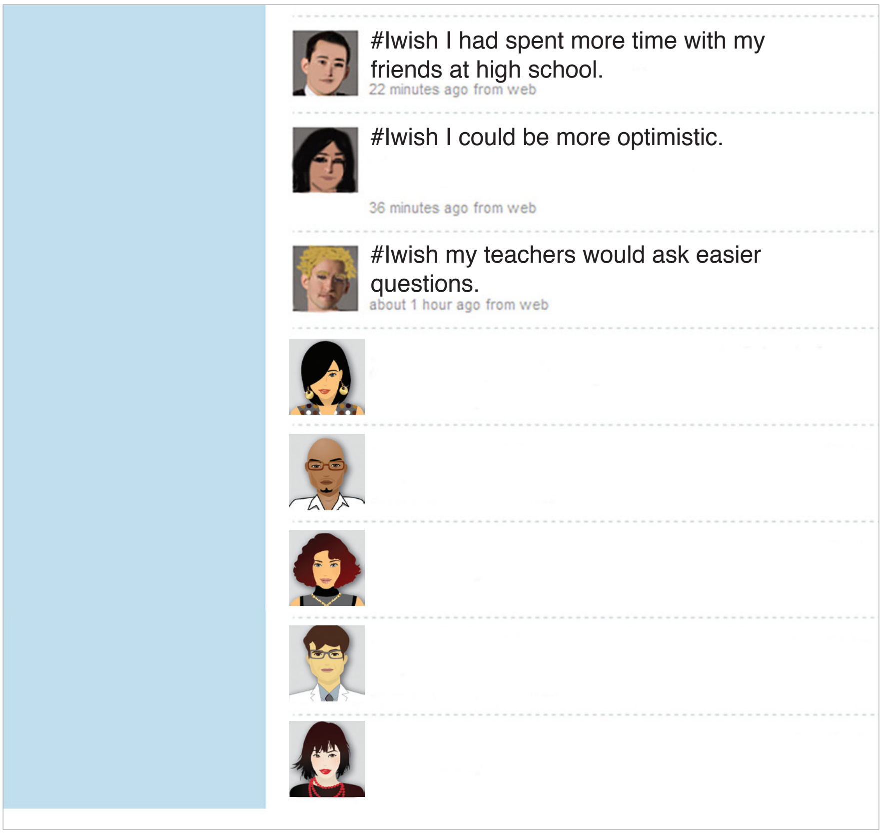
Virginia Leeds

6 **Work in pairs. Match the situations with results. Then, ask and answer questions using them as in the example.**

(b) 1.	You didn't listen to your teacher's advice.	a. Your elder sister got angry.
( ) 2.	You didn't keep your promise.	b. You couldn't pass the test.
( ) 3.	You didn't arrive on time.	c. She didn't talk to you.
( ) 4.	You broke your best friend's heart.	d. You couldn't solve the problem.
( ) 5.	You didn't ask for help.	e. Your parents got really worried.

e.g.
Student A: What would have happened if you had listened to your teacher's advice?
Student B: You could have passed the test.

7 **Write short messages about your opinions and regrets using #Iwish.**



Pronunciation

A. **Track 31** **Both *had* and *would* can be contracted to /d/. If the following verb is bare infinitive, it is *would*. If the verb is past participle, it is *had*. Listen and practise.**

I wish I'd taken part in all school plays.
I wish you'd appear on stage soon.

B. **Track32** **Listen to the statements and decide if it is *had* or *would*.**

1. ( ) had ( ) would
2. ( ) had ( ) would
3. ( ) had ( ) would

Culture Corner



HIGH SCHOOL REGRETS

If you are in high school, it is not always easy to make the best decisions because the period of learning about yourself is still in progress. However, if you receive some advice from the people who have already experienced similar difficulties, you can learn how to avoid them. Why do we all have similar regrets? Because people who are in the same period of a life journey tend to make similar mistakes. If you don't want to regret your high school years, these tips will help you.

1 I WISH I HAD STUDIED HARDER!

We all have lazy moments but after graduating from high school, we realise that we should have studied hard during high school. You will get used to hearing the same sentences from the elder ones: "If I had studied regularly for the university entrance exams, I would have got into my dream university!" So, do your best when you are able to do!



2 I WISH I HADN'T DELAYED MY WORKS!

Unfortunately, it is one of the most common habits among the high school students. Nearly all students have to deal with it. Do you remember how many times you left your homework to the last minute? Or, haven't you delayed studying for the exams until the last minute? Don't forget that being punctual and programmed is a must for the students.



3 I WISH I HAD MADE MORE FRIENDS!

Also, making friends with only a few people and insisting on staying in the same social circle can be a typical high school regret. If you form connections with the people who are outside of your friend circle, you can realise that there are many interesting people around you.



What are the other common high school regrets can you talk about?

Listening & Speaking

1 a. Look at the statements below and guess whether they are true (T) or false (F).

◯ 1. A hacker is a person who makes furniture by an axe.
◯ 2. First hacking in Hollywood was in a film in 1973.
◯ 3. Someone broke into US Defense computers to find files about aliens.
◯ 4. A hacker broke into a software system less than 10 seconds.
◯ 5. A hacker built a giant sunscreen in space to hack the planet's climate.

b. Work in pairs. Discuss the reasons why you think these options are true.

2 Use the words below to complete the sentences. Then guess and tick the ones you may hear in the listening section.

cybersecurity
cyberbully
cybercriminal
cyberattack
cyberlaw

◯ 1. .... organises the rules and regulations in the techno-world.
◯ 2. A .... commits various crimes and steals precious information.
◯ 3. .... is really important to protect companies' important data.
◯ 4. A .... gives harm especially to the kids via Internet.
◯ 5. .... can be prevented with special virus programmes.

4 Track 33 Listen to the interview with a former security consultant and choose the correct options.

1. While spreading information tecnology, we come across new ***crimes / results***.
2. Before he was a security consultant, Jones gave up his ***legal / illegal*** job.
3. As a consultant, his job involved testing the ***security / information*** systems of companies.
4. If he hadn't beenexperienced, he couldn't have protected the companies from ***cyberattacks / cyberlaw***.
5. His job would have been riskier if he hadn't carried a letter of ***authorisation / dedication***.
6. Workers should be cautious with every ***e-mail / document***.



4 Track 34 **Listen to the interview with Jones again and choose the correct options.**



1. Jones decided to be a security consultant because ... .
   a. he wanted to have a legal life
   b. he was bored with his old career

2. Jones's duty was to ... .
   a. check if the companies had done something against cyber law
   b. share the data of the companies

3. During his career he worked ... .
   a. with a professional team
   b. alone

4. He didn't get caught because ... .
   a. he had a fake ID card
   b. nobody realised him

5. Jones thinks employees should be careful about ... .
   a. e-mails from the people they don't know
   b. every e-mail they receive

5 a. Work in pairs. Match the statements with the pictures.

a


b


c


d


◯ 1. I opened an e-mail from someone I don't know.
◯ 2. My computer shut down because of the virus.
◯ 3. I tried to fix it by myself.
◯ 4. I got help from a technician.

b. Complete the chain story using the statements in exercise 5 a. Add at least three sentences to continue the story.

Game time! Play "Complete My Sentence" game.

Reading & Writing

1 Guess and complete the information about the hacker facts using the numbers below.

$38,5 billion   10% $3 million   176%

1. Any information about Bogachev, one of the most wanted cybercriminals, will be awarded ....
2. The most expensive computer virus of all times caused .... damage.
3. Comparing to the past, the number of cyberattacks have increased ....
4. .... of social media users said they had been a victim of a cyberattack.

2 Guess and match the halves to complete the sentences.

◯ 1. If you stick the knife into someone,
◯ 2. If something ends up badly,
◯ 3. If you set up something,
◯ 4. If you tap out something,
◯ 5. If you sneak into somewhere,

a. you write it on a computer or a typewriter.
b you make something or start a machine.
c. you enter there secretly.
d. you give harm to that person by criticizing.
e. it has an unpleasant result.

3 Read the texts quickly. Match the cyberattack stories (A-D) with the headings (1-5). One is extra.

1. Rock&Roll till morning
2. Viruses all around
3. Where is the monster?
4. An unexpected sale
5. What is the message?

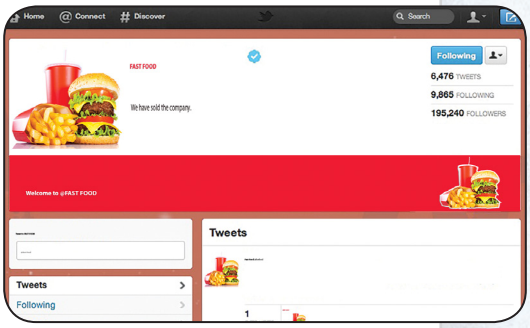
We have been aware of the cyber criminals for a long time. They steal or change the important information from the system. What they do is a real crime and this has serious punishments. Unfortunately, hackers have been doing these illegal activities since the very beginnig of the 20th century. Here you can read some of them.

A ....



Have you ever thought there were hackers before computers? In 1909, a group of upper-class men in London came together in the lecture hall of Royal Institution. They wanted to see the Marconi's first sample of long distance wireless telegraph. When they started the machine up, they were shocked because it started tapping out an insulting poem about Marconi. It told how Marconi cheated public. But how could it happen? Nevil Maskelyne, who was a magician and a practical joker, learnt about the method of Marconi's device and set up an evil plan. If Nevil hadn't wanted to stick the knife into his lifelong rival, he wouldn't have made this practical joke.

B ....



It may be difficult to imagine that hackers can destroy the images of big companies. Because these companies always attempt to protect their systems and spend big amounts of money just to programme new barriers against cyber attacks. However, in 2013, somebody hacked a big fast food company's Twitter account. The hacker posted a message saying that the fast food chain was sold to its rival company. They also changed the display of the company and its icon. Luckily, the attack ended up without giving any harm in a short time. After about an hour they took back the account. It was quite shocking to see this had happened to such a big company.

4 **Read the stories again. Choose the correct options.**

1. The attacks of hackers are …... .
   a. beneficial for people
   b. illegal and end with penalties
   c. monitored by governments
2. Nevil Maskelyne set up a plan to …... .
   a. steal the method of Marconi's device
   b. make fun of his rival
   c. send Marconi to jail
3. The hackers …... .
   a. sold the fast food company to its rival
   b. didn't let the owners take the account back
   c. stole the social account of a fast food company although it was one of the biggest ones
4. While the drivers were on the road in San Francisco, …... .
   a. they saw an extraordinary road sign
   b. they saw a Godzilla attack
   c. they had serious accidents because of a road sign
5. Intelligence service of a country …... .
   a. attacked the computer systems for fun
   b. changed the system to learn nuclear facilities
   c. wanted to play rock&roll at night

5 **Change the words in bold below with their highlighted synonyms in the texts.**

1. They ***try*** to enlarge the company he inherited from his grandfather. ....
2. Harry's main ***goal*** is to operate computer systems professionally. ....
3. The ***layout*** of my account is a pigeon and an olive branch. ....
4. Hackers ***keep an eye on*** the programme to steal information. ....
5. Hackers design ***harmful software*** to steal the information of the people. ....
6. Misunderstanding the departure time caused a deep ***chaos***. ....

C ....

Sometimes cyberattacks affect the whole public. The target of the hackers was once all the roads in San Francisco. But how? In 2014, some hackers sneaked into the electronic signs in the city. They changed the messages on the road signs. When the people driving on these roads came across the sign GODZILLA ATTACK-TURN BACK, they didn't know what to do or where to drive. This caused lots of confusion. If the drivers hadn't been careful enough, there would have been many accidents on that day.



D ....

Cyberattacks aren't usually made by ordinary hackers. Most governments have professional systems to monitor the facilities of other countries. In 2012, intelligence service of a country sent a worm to the control system of nuclear stations of its rival country. But this time, they just wanted to have a good laugh. The malware turned off the monitoring stations and made the system play rock music at maximum volume during the night. It really panicked the operators until they solved the problem. If this incident hadn't happened, governments wouldn't have tried to improve their cyber security.



6 a. **Complete the chart about the stories on pages 70-71 with your own ideas.**

	name of the story	your reasons
the funniest story		
the riskiest story		
the most harming story		
the most wisely planned story		

b. **Work in pairs. Talk to your partner about your reasons.**

7 a. **Work in pairs. Look at the headlines and guess what the news stories are about.**



b. **Choose one of the headlines in exercise 7a and write a news story about it.**

NEWSPAPER

....

....

....

....

....

....

....

Check Yourself

I can	👍	👍👍	👍👍👍
identify expressions related to unreal past events while listening.			
determine relevant / irrelevant information in a recorded text about wishes and regrets.			
talk about my regrets and wishes about past events.			
ask and answer questions about unreal past events.			
analyze a text to distinguish the expressions used to express wishes, regrets and unreal past.			
write a letter about my wishes.			

THEME 6

OPEN YOUR HEART

A. Endless Love
B. Seeing the Big Picture



Idioms of the Theme

- fall for someone
- walk on air

To love or to be loved, which one makes us stronger?
What does an open heart actually mean?
Do you believe that love lasts forever?
Is it the same to love someone or a small flower?

Listening & Speaking

1 a. Match the quotes with the statements.

A
Wherever you are, whatever you do, be in love.
(Rumi)

B
Love doesn't make the world go round, it makes the ride worthwhile.
(Franklin P. Jones)

C
A loving heart is the beginning of all knowledge.
(Thomas Carlyle)

D
A flower cannot blossom without sunshine, and man cannot live without love.
(Max Muller)

◯ 1. Everything starts with love.
◯ 2. Love is everywhere.
◯ 3. There is no life, where there is no love.
◯ 4. Life is worth living with love.

b. Discuss about love. Do you agree or disagree with the quotes above? Give your reasons.

2 Work in pairs. Discuss the picture of the couple thinking over each other. Criticise them as in the example.

e.g. *She didn't tell the truth.*
She should have told the truth.

1 He made me upset.
....
2 He left home angrily.
....
3 He didn't ask my opinion.
....

4 She didn't call me back.
....
5 She didn't listen to my advice.
....
6 She ignored my feelings.
....



3 Match the phrases with their meanings.

◯ 1. fall apart
◯ 2. only have eyes for someone
◯ 3. fall for someone
◯ 4. play a trick
◯ 5. pop the question

a. to be interested in only one person
b. to ask someone to marry
c. to deceive someone
d. to experience serious emotional problems
e. to fall in love with someone

4 **Use the given words and tell this love story in your own words.**



remarry

60 years

move to another city

fall in love

coincidence

newly married couple

live happily ever after



5 Track 35 **Listen to the interview with Anna and Boris. Tick the statements that explain their moods and purposes.**

◯ 1. Anna must have felt excited when she realised Boris was looking at her .
◯ 2. They must have started giving advice to help elderly couples.
◯ 3. Boris must have left Anna to return to the army.
◯ 4. Anna should have left an address for Boris to find her.
◯ 5. Boris must have made a plan to find Anna.

6 Track 36 **Listen to the interview again. Then write two words to complete each sentence below.**

1. Boris and Anna lived apart more than a ....
2. They write on a corner in .... Magazine.
3. The romance blossomed when .... saw .... in the centre of the village.
4. Boris went back to the army just .... after they married in 1946.
5. Anna and her family had to move without leaving an ....
6. They didn’t hear from each other for ....
7. They met again just by coincidence in front of their ....
8. They decided to marry again and live happily ....

7 **Work in pairs. Discuss what else Anna and Boris should / shouldn't have done not to spend 60 years apart.**

Reading & Writing

1 a. Match the words with the bubbles.

◯ 1. appreciation
◯ 2. sacrifice
◯ 3. forgiveness
◯ 4. empathy
◯ 5. honesty
◯ 6. loyalty

(a) Either appear as you are or be as you appear.

(b) If we can't see eye to eye, let's try heart to heart.

(c) Don't hurt the people who stay true to you behind your back.

(d) If we really want to love we must learn how to forgive.

(e) Be thankful for what you have; you will end up more. If you concentrate on what you don't have, you will never, have enough.

(f) When you become a mother you are no longer the center of your own universe.

b. Work in pairs. Discuss the statements in the bubbles. Which one is the most essential when you love someone / something? Explain why.

Heart to heart

Dear Boris and Anna,
*I'm writing to you about the problems of my marriage. I've known him since university. I can't say that it was love at first sight like yours. We were just friends at first. We enjoyed each other's company. We fell for each other and he **asked** me **out** (1) at a youth camp in Greece. But now, after five-year marriage everything has changed. I'm always asking for a talk and trying to learn about the problem. He says he just needs some space. But I feel we've **drifted apart** (2). Is it over? Is it better to let him go? What can I do? Please help me.*

Hopeless

Dear Hopeless,
Falling in love is easy, staying in love requires hard work. You can't have chosen to **give up** (3) so easily. **Breaking up** (4) is the easiest way. You could have tried to make your relationship better. You shouldn't have kept bothering him with your questions. Give him some space and do something to relax yourself. All marriages have ups and downs. What really matters in a relationship is appreciation. Then comes affection and then forgiveness. Love him as he is and be patient. Care and show. Rather than asking questions, talk about your feelings. You should also have opened your heart to him. Do your best to get back your lifelong friend.

Boris & Anna



Dear Boris and Anna,

We have three children. Although they are all old enough to do any kind of housework, we always find ourselves alone with all the household chores. Both my husband and I work outside and when we get home, we are really tired. After a hard day, an argument concerning chores with children is really bad. Last night, we got really angry with them again. And this time we're so sure that we don't want any other chore wars. We are too busy to talk to an expert, that's why we are writing to you. Please help us.

Chore Warriors

Dear Chore Warriors,

Teeagers should have known that real life had chores. It is really important to fairly divide the labour at home. You should have written all jobs down and shared them long ago. You must put all the criticisms aside (5) and learn to have calm conversations to create solutions. You shouldn't have stopped listening to the family members. All you need is empathy. You also need to know how your children feel about the problem. Share chores and have fun while doing them together. You will all feel appreciated in the end.

Boris & Anna

2 **Read Boris and Anna's corner and match the letters with the problems. One is extra.**

◯ a. lack of communication
◯ b. lack of honesty
◯ c. lack of responsibility

3 **Look at the highlighted words in the text. Write their numbers next to their definitions.**

◯ : to become less close to someone
◯ : to ignore a problem until you are able to solve it
◯ : to end a romantic relationship
◯ : to stop owning, doing or trying something
◯ : to invite someone to go with you somewhere.

4 **Read the letters again. Fill in the blanks with 1 and 2.**

1. The writer of letter .... is closer to end the relationship and seems more desperate.
2. The couple in letter .... didn't fall for each other when they met for the first time.
3. The couple in letter .... should have done something more than criticising.
4. The couple in letter .... should have shared domestic duties long ago.
5. In letter .... the couple can't have known each other less than five years.

5 **Read the statements and write true (T) or false (F) looking at the underlined expressions in the text.**

◯ 1. Hopeless and her husband loved spending time together while they were dating.

◯ 2. Boris and Anna criticised Hopeless and her husband about not having told their feelings to each other.

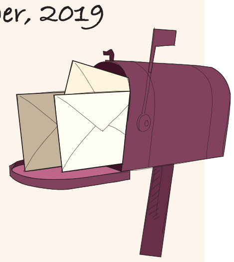
◯ 3. Chore Warriors never had problems about household responsibilities with their children.

◯ 4. Boris and Anna advised Chore Warriors to stop listening to the family numbers.

6 a. Read the letter of complaint which is written to the manager of Echafris Restaurant. Match the outline below with the paragraphs in the letter.

1		sign off
2		reason(s) for writing
3		action to be taken, closing remarks
4		complaint(s) with justification(s) / example(s)
5		Greeting

50, Syntagma Square
Athens, GREECE
5 December, 2019



The Manager,
Echafris Restaurant,
P.O. Box 075163
Athens, GREECE

A Dear Sir / Madam,

B On December 1st 2019, Saturday, my wife and I visited your restaurant. Unfortunately, we had a very negative experience due to the waiter's attitude and the quality of the food that had been served.

C Firstly, no one attended to us for about twenty minutes when we arrived at your restaurant. At last, the waiter appeared but he showed a severe lack of interest. Although he took our order four times, he brought us the wrong food.

D Secondly, we ordered risotto with seafood for our main course, but it was quite tasteless and bitter, which actually ruined our dining experience. Even after we told this to the waiter, he did not mind us and instead told us to complain to the manager. Moreover, the strawberry cake that my wife ordered had also raspberries which my wife is allergic to. You should have written the things the food contain on the menu. What made matters worse was that we suffered from bad diarrhea which lasted for four days.

E All these things considered, I demand a full refund of the cost of the meal that we ordered as compensation for the bad situation and experience we had in your restaurant. I also want you to take actions against the waiter who denied listening to our complaints. If you do not do either of these, I will report it to the authorities myself.

F I look forward to hearing from you as soon as possible.

G Yours faithfully,
Andy Wilson

b. You recently dined out and had some problems at the restaurant. Write a letter / e-mail to the manager of the restaurant complaining about the poor service you received. Use the letter of complaint above as a model.

Culture Corner



HAIKU



1. Do you know what Haiku is?

A Haiku is a Japanese poem which can also be known as a Hokku. A Haiku is a type of poetry that can be written on many themes, from love to nature. Haiku is more than a type of poem; it is a way of looking at the physical world and seeing something deeper, like the very nature of existence.

There were four master Haiku poets from Japan, known as "the Great Four." They are: Matsuo Basho, Kobayashi Issa, Masaoka Shiki, and Yosa Buson. Their work is still the model for traditional haiku writing today. They were poets who wandered the countryside, experiencing life and observing nature, and spent years perfecting their writing.

Isn't it wonderful to know that such a rich tradition has lasted nearly eleven centuries? The evolution of haiku might be seen as a natural process, like anything else in life, but its authenticity has kept its principles.

What is the Structure of a Haiku Poem?

A Haiku consists of 3 lines and 17 syllables.
Each line has a set number of syllables see below:
Line 1 – **5** syllables
Line 2 – **7** syllables
Line 3 – **5** syllables



Examples of a Haiku Poem

(5) The sky is so blue.
(7) The sun is so warm up high.
(5) I love the summer.

(5) Love is not complex.
(7) It demands an absent mind.
(5) And a present heart.

Haiku poems don't need to rhyme, but some poets try to rhyme lines 1 and 3.

2. Look at the photos below and match them with the right Haiku poem.



1. ....



2. ....



3. ....

A. Cat lady momma
First six sons then twenty cats
Keeps giving her love

B. Fragile and yet strong
Her heart grows for her children
Mom is love warrior

C. Natural beauties
Make our hearts go pitter-pat.
Who can resist you?

3. Now write your own Haiku poem about love.

Listening & Speaking

1 **Look at the pictures and make guesses. What might have happened in each?**



2 **Match the halves to learn what the underlined expressions mean. Use a dictionary.**

◯ 1. Walking on air means;
◯ 2. Going to town means;
◯ 3. Being as easy as falling of a log means;
◯ 4. All that glitters is not gold means;
◯ 5. A guilty conscience needs no accuser means;

a. someone who seems to be good physically might not be good inside.
b. not taking much effort.
c. extremely excited or happy.
d. one who has made a mistake feels bad about it even if nobody is aware of it.
e. doing something eagerly and completely as possible.

3 Track 37 **Listen to a part of a class conversation and answer the questions.**

1. What class is it? ....
2. What is the topic of the lesson? ....
3. What is the name of the teacher? ....
4. What is the surprise in the lesson? ....

4 Track 38 **Listen again. Fill in the blanks to complete the story.**

Jack Wright is a talented (1) .... He gets extremely (2) .... when he receives a (3) .... inviting him to compete in one of the top (4) .... events in the world. However, on the big day, when Jack is about to reach the (5) .... line, one of his rivals causes him to fall of his (6) .... on purpose. The (7) .... gets the cup but he can't sleep that night because he feels (8) .... He writes an apology (9) .... to the real winner, Jack and sends it with the (10) .... the next day.

5 **Work in pairs. Read the statements and find the related pictures in exercise 1. Then, discuss and complete the chart.**

1. It's certain that it happened.
2. It's impossible that it happened.
3. I think it happened.

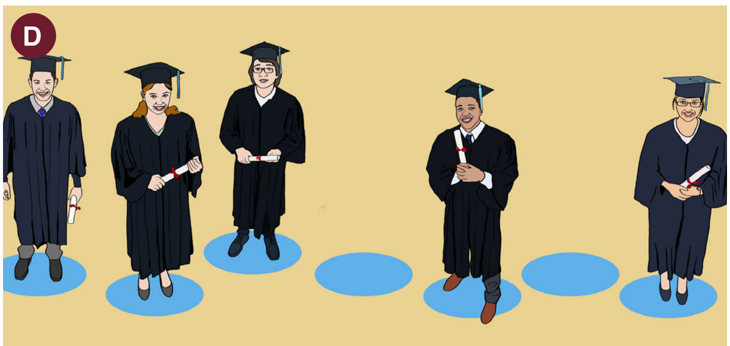
Deductions	Related picture	Degree of certainty
He can't have been the winner.	A	2
He can't have had bad news.		
He might have passed an important exam.		
He must have felt regretful about it.		
He might have been injured.		
He might have been employed.		
It might have been a thief's message.		
It must have been good news.		
It must have been an official race.		
He might have stolen all the gold medals.		

6 **Work in groups. Make deductions for each picture and note them down to create a story. Share your story with the other groups.**

A

B

C

D

E


Reading & Writing

1 Look at the pictures below and read the proverbs. Match them with their definitions.



a. *You cannot judge a book by its cover.*



b. *All that glitters is not gold.*



c. *One swallow does not make a summer.*

1. A single fortunate event doesn't mean that what follows will also be good.
2. Just because something looks attractive does not mean it is genuine or valuable.
3. You cannot know what something or someone is like by looking at that person or thing's appearence.

2 Look at the pictures of the texts. Discuss what is going on in each.

3 Read three people telling about a moment they felt scared. Match their nicknames to the paragraphs.

WATCHMAN, 15 ◯ | DARK VISITOR, 32 ◯ | BRAVE HEART, 25 ◯



A

I was walking through the path by the river when I saw a reddish brown dog carrying a white kitten in his mouth. I got really worried. The kitten was soaking wet from tip to tail and it must have been really frightened. I wanted to save the kitten at once but I was trembling and I didn't know what to do. I bent down, acted as if I picked up a stone and screamed. This made the dog stop for a while, but it kept on going anyway. He seemed he would never leave the little cat. He must have hurt it. I was determined to save it. I ran after the dog fearlessly.

....

4 **Match the words with their definitions.**

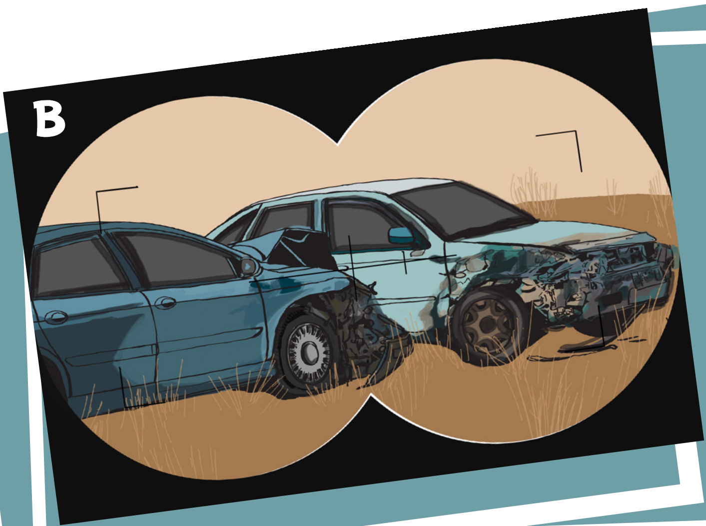
a. dim b. injured c. wreck d. kitten e. deserted

◯ 1. badly damaged vehicle
◯ 2. a very young cat
◯ 3. not having much light
◯ 4. empty, no people around
◯ 5. hurt or physically harmed

5 **Read again. Answer the questions.**

1. Why did the dog stop for a while?
2. What did the boy think when he saw the car wrecks?
3. Did the boy's parents hear about the accident?
4. What was the shadow on the woman's kitchen window?
5. What did the woman do when she saw the shadow?

6 **Find the statements of degrees of certainty. Then make a deduction for each paragraph and share them with your partner.**



"I love any kind of observation. That's why binoculars have always been my favourite toy. That day I was looking around through my dad's binoculars. As it was too early in the morning, nobody at home was awake. Then I saw two car wrecks on a deserted road. "Oh no!" I cried out throwing the binoculars onto my bed. I thought in fear that there must have been badly injured people. I might have been the only one who was aware of the car crash. My parents can't have heard it. I ran into their room yelling out in excitement. I told them what I saw. Dad got out of the bed and took the binoculars quickly."

....



"I still feel horrified as I'm telling it to you now. That night, as usual I parked my car and got out of it. I was walking towards home when I saw a shadow on my kitchen window. It was the shadow of a terrifying curly haired big nosed man. He was holding something like an enormous knife in his hand. He might have been a thief or a murderer. I could see a dim light inside. It might have been a candle or a small torch. I couldn't dare to go any further. I screamed and knocked at my neighbour's door and we called 911."

....

7 **Work in groups. Go to your own page to look at the big picture. Then describe it to the other groups.**

Group A: Go to page 134.
Group B: Go to page 135.
Group C: Go to page 136.

8 **Search the Net and find an interesting picture. Write a paragraph to describe it and guess what might / must / can't have happened.**

....
....
....
....
....
....
....
....
....
....
....
....

Game Time! Play "Oh, poor you!".

Pronunciation

Track 39 **Listen and practise. Notice that *have* is reduced in past modals.**

You should've /ʃʊdəv/ left a note for him.
He might've /maɪtəv/ been injured.
He must've /məsthəv/ fallen off his bike.
He could've /kʊdəv/ been more careful.

Check Yourself

I can	👍	👍👍	👍👍👍
make conclusions and explanations.			
understand a text on predicaments.			
listen and understand the different usages of modals to make predictions and criticisms.			
practise the pronunciation of reduction in past modals.			
talk about hypothetical events and give advice for predicaments.			
ask for and give advice in a letter.			

THEME

7

FACTS ABOUT TURKEY

A. Hidden Heritage
B. Heaven on Earth



Idioms of the Theme

- tip of the iceberg
- bucket list

What makes Turkey a popular tourist destination?
Natural beauties, historical sites or its unique cuisine?
Would you like to make a plan for a Turkey vacation?
Tell the places you've always wanted to see but never been.

Listening & Speaking

1 a. Look at the expressions about Turkey. Guess and tick the true ones.

◯ 1. The oldest known human settlement is in İstanbul.
◯ 2. Two of the seven wonders of the ancient world are in Turkey.
◯ 3. İstanbul is the only city located on two continents in the world.
◯ 4. Every year millions of tourists visit Turkey.
◯ 5. Writing was first used by people in ancient Anatolia.
◯ 6. Tulips were brought to Anatolia by European traders in the16th century.



b. Search the Net and find some facts about the region you live in. Share them with your classmates.

2 Guess if the following information about Ephesus is true (T) or false (F).

◯ 1. Ephesus was once a busy seaport but is now six miles inland from the coast.
◯ 2. Only 25% of the archaeological site is excavated.
◯ 3. The Celsus Library in Ephesus was built by Julius Caesar.
◯ 4. Some of the temples in Ephesus were used as hospitals.
◯ 5. Women and children were not allowed in the Roman public baths.



3 Track 40 **Listen to a tourist guide telling about Ephesus to his group. Put the sites in the order of their visit.**


◯ *the Celsus Library*


◯ *the Public Latrines*


◯ *the Great Theatre*


◯ *the Ephesus Museum*


◯ *the Terrace Houses*


◯ *the Temple of Hadrian*


◯ *the Curetes Street*

4 Track 41 **Listen again and choose the correct option to complete the sentences.**

1. The Temple of Hadrian was built in honour of the ***Greek*** / ***Roman*** / ***Byzantine*** Emperor.
2. Most of the structures were damaged because of the ***wars*** / ***fires*** / ***earthquakes***.
3. The floors of the Terrace Houses are decorated with ***mosaics*** / ***frescos*** / ***fountains***.
4. You are charged with extra money to enter the ***theatre*** / ***latrines*** / ***houses***.
5. In the Great Theatre ***12,000*** / ***52,000*** / ***25,000*** people can be seated.
6. Today the Great Theatre is used for ***concerts*** / ***discussions*** / ***plays***.

5 Work in pairs. Choose one of the historical sites below and talk to your partners using the prompts.

Student A: *Aphrodisias is an important historical site because it is the city of Aphrodite, the goddess of beauty and love. It's located in ...*

Aphrodisias	Çatalhöyük
 	 
• **importance:** the city of the goddess of beauty and love • **dates back:** 300 B.C. • **location:** Aydın, Turkey • **period:** Greek, Roman • **the museum:** open every day except Monday, from 9 a.m. to 5 p.m. • **buildings and other structures:** a museum, the Temple of Aphrodite, an ancient theatre, public baths and agora (a market place)	• **importance:** one of the world's first towns • **dates back:** 7500 B.C. • **location:** Konya, Turkey • **period:** Neolitic • **the museum:** open daily from 8 a.m. to 5 p.m. • **buildings and other structures:** a museum, a recreated house, a large group of houses touching each other with roof access and paintings on the wall

6 **a. Work in groups. Find out about a monument or a historical site that you would like to visit. Prepare a presentation of it including the prompts in exercise 6.**

b. Present your work to the class.

Reading & Writing

1 a. Read the speech bubbles below and match them with the photos they describe.



◯ 1. Abigail

Last year I visited Göbekli Tepe in Şanlıurfa. This extraordinary site was discovered by a shepherd. The symbols and animal figures on its pillars show that it used to be a temple.



◯ 2. Allen

Cappadocia is one of the unique places I have ever been to. The interesting landscape was formed by volcanic erosion. It was a fascinating experience to see the underground cities and the fairy chimneys.



◯ 3. Chao

It was really exciting to walk down the streets of Ephesus. What affected me the most was the Celsus Library, which was the third richest library in ancient times.



a



b



c

b. Work in pairs. Ask and answer the questions.

1. Have you ever been to one of the historical sites above?
   - If yes, what affected you the most?
   - If not, which one would you like to see?
2. Do you know any other historical sites in Turkey?
   - What kind of historical places are they? A temple, monument or a site?
   - Where are they?

2 Choose the closest meanings of the underlined words.

1. If you have any questions, you can ***get in touch*** with the information desk.
   a. communicate
   b. understand
2. The city library is a ***gold mine*** for me. I can find every kind of books there.
   a. a way to be rich
   b. a rich source of information
3. We don't have much information about ***prehistoric*** times as people could not write.
   a. before the recorded history
   b. after the recorded history
4. This is just ***the tip of the iceberg***. There are numerous questions waiting to be answered.
   a. a small part of a bigger problem
   b. an unimportant problem
5. Historians agree that the temple was built by the ***hunter-gatherers*** since there was no sign of farming on the land.
   a. people who live on hunting and farming
   b. people who live on hunting and collecting wild plants
6. You can see statues and symbols that represent the Buddhist belief system in this ***temple***.
   a. a building used for religious purposes
   b. a place where ill people go

3 **Read the text and write true (T), false (F) or not stated (NS).**

◯ 1. Prof. Schmidt was the first person who discovered Göbeklitepe.
◯ 2. Göbeklitepe has changed our knowledge of prehistory.
◯ 3. Göbeklitepe is about 12,000 years old.
◯ 4. The archaeologists can understand what all the symbols and figures say.
◯ 5. Around 50 pillars have been excavated so far.
◯ 6. All the scientists agree that the site was used for religious activities.

4 **Read the text again and put the events in the chronological order.**

.... a. Prof. Schmidt lead the excavations for eighteen years.
.... b. The Pyramids of Giza were built.
.... c. An old shepherd informed the authorities about the site.
.... d. The temples were built in Göbeklitepe.
.... e. The excavations started.

5 **Replace the underlined words with the highlighted ones in the text. Make necessary changes.**

1. Artefacts and fossils must be ***excavated*** with great care. ....
2. The lost city of Atlantis is still a mystery waiting to be ***solved***. ....
3. A successful project should be planned before it is ***executed***. ....
4. The age of old stones can be ***discovered*** by carbon-dating. ....
5. The discovery of the ancient site ***destroyed*** what we used to know about the history of the humanity. ....

REWRITE THE HISTORY: GÖBEKLİTEPE



It was just another ordinary boiling hot day in 1994 when an old shepherd noticed strange rectangular stones on a bumpy hill called Göbeklitepe. He thought this discovery might be important and informed the museum in Şanlıurfa. After the curator of the museum got in touch with the German Archaeological Institute, the archaeologist Prof. Klaus Schmidt came to Göbeklitepe. Excavations have been carried out since then. Prof. Schmidt, who led the excavations for 18 years, always believed that this prehistoric site was a gold mine of information. The discovery of Göbeklitepe has wiped out everything that was previously known true because it was built in pre-settlement time and people didn't even start farming.

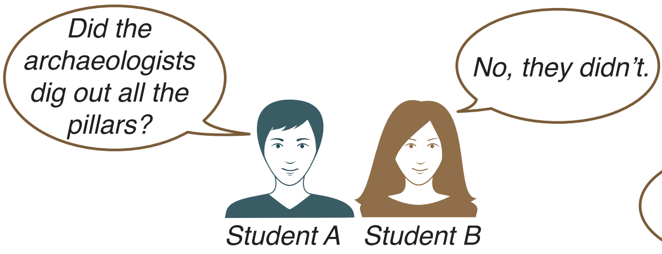
Göbeklitepe is believed to be the oldest temple of the world. Carbon-dating shows that it was built around 10,000 BC by the hunter-gatherers. Remember that Stonehenge was built in 3,000 BC and the pyramids of Giza in 2,500 BC. The site consists of hundreds of T-shaped pillars changing from 3 to 6 meters and 40 to 60 tonnes. The archaeologists are scratching their heads to find out the meanings of the symbols and animal figures on each pillar. Only a small number of the T-pillars have been dug out so far, and this is just the tip of the iceberg.

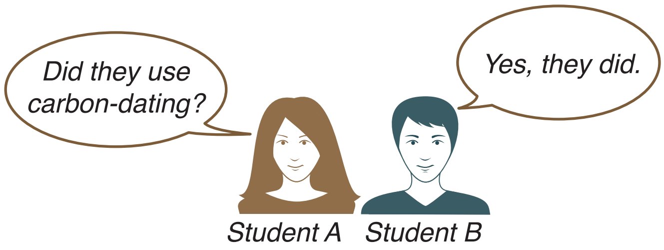


Prof. Schmidt puzzled out the fact that these T-shaped pillars had been mainly used for religious purposes. His view has been backed up by all the scientists and the site is described as extraordinary and unique. However, the planners and the building techniques of this ancient temple are still a big secret and no one has been able to crack the code yet. Göbeklitepe raises more questions for prehistory than it answers. One thing is certain that this mysterious site will keep blowing our minds and the history will be rewritten.

6 **Work in pairs. Ask and answer questions about the text as in the example.**

e.g.





7 **Search and write a passage about a tourist attraction in Turkey. Include the following points in your text:**

the location	a brief history	main features	what to do or eat there

....
....
....
....
....
....
....
....
....
....
....
....

Pronunciation

A. Track 42 **We use the strong form of was /wɒz/ in negative sentences and short answers. However, in positive sentences and questions, we use the weak form of was /wəz/. Listen and practise.**

/wəz/ Was it made of stone? /wəz/ It was built in 15th century.
/wɒz/ Yes, it was. /wɒz/ It wasn't discovered in early ages.

B. Track 43 **Listen and tick the correct boxes.**

	/wɒz/	/wəz/
1. The temple was dug out.		
2. No, she wasn't.		
3. When was it discovered?		
4. It wasn't known in prehistoric times.		

Culture Corner



A. Match the English proverbs with their explanations.

a. When you fail to change others' behaviour, you might have to change yourself instead. In this way, you can adapt to the circumstances.

b. When people are dissatisfied with what they have, they usually want whatever they don't have. They think there are better opportunities out there.

c. You shouldn't be too optimistic and excited about an outcome as your plans might not work out. So, it'll be a good idea to wait and see until you succeed. And then you can think about your next step.

d. Old people usually can't learn new things or adapt to changes easily in life. So, it is important to train a person early in life.

e. If you are motivated to get what you want, you will have a chance for success. So, when you prepare well and get started early, you will have an advantage over others.

◯ 1. Don't count your chickens before they hatch.



◯ 2. If you can't beat them, join them.



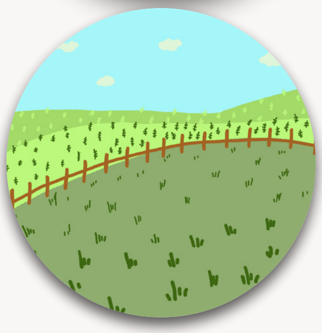
◯ 3. You can't teach an old dog new tricks.



◯ 4. The early bird catches the worm.



◯ 5. The grass is always greener on the other side of the hill.

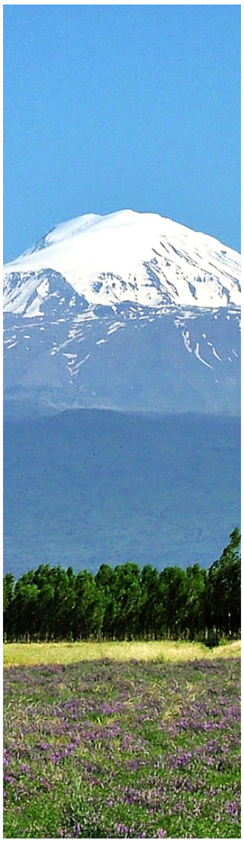


B. Now, discuss which proverbs in your language mean the same as the ones above.

Listening & Speaking

1 Do the quiz on myths and facts about Turkey. Write myth (M) or fact (F) next to the statements.

◯ 1. Noah's Ark landed on Mount Ağrı after the flood.
◯ 2. A horrible monster has been living in Lake Van for centuries.
◯ 3. Sultan Ahmet Mosque is also called the Blue Mosque because of the blue tiles inside of it.
◯ 4. Hezarfen Çelebi flew from the Galata Tower across the Bosphorus using wings.
◯ 5. Thirty-six underground cities have been found in Cappadocia region.



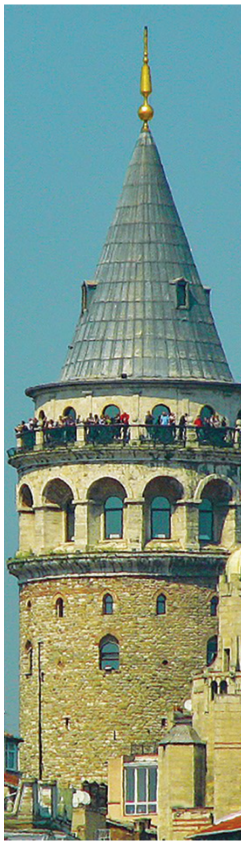
Mount Ağrı



Lake Van



Blue Mosque



Galata Tower



Cappadocia

2 Choose the closest meanings of the underlined words / phrases.

1. I'm sure he made a ***sneaky*** plan to ruin my holiday. He's a dishonest person and I don't trust him.
   a. secretive   b. open   c. strange
2. There is a ***huge*** statue in the middle of the square.
   a. very small   b. very heavy   c. very big
3. The story takes place in an ***imaginary*** world where the soldiers fight against the horrible monster.
   a. true   b. unreal   c. ordinary
4. The hotel was awful and the receptionist answered all our questions in an ***aggressive*** way.
   a. angry   b. calm   c. mysterious
5. All the tourists in the hot-air balloon survived the accident. Luckily, they are all ***alive and kicking***.
   a. strong and healthy   b. unusual and interesting   c. weak and tired
6. I believe ***your fate is sealed*** and you have no choice.
   a. you may experience   b. it will definitely happen   c. it should happen

3 a. Look at the photos and share what you know about them.



◯ *The Maiden's Tower*



◯ *The Trojan Horse*



◯ *Mount Chimaera*

b. Track 44 **Listen to the people telling the story of the myths. Put the photos in the correct order as you hear.**

4 Track 45 **Listen again and complete the sentences in the chart.**

Myths	Facts
1. The Trojans thought .... was a gift and pulled it into	1. Troy was .... and the wooden horse is just ....
2. The emperor put his daughter in .... The princess .... by a snake.	2. The Maiden's Tower was used as a .... and a .... in the past.
3. The .... fire-breathing dragon was killed by a hero in	3. The source of the fire is ...., which has been burning for at least .... years.

5 Read the statements about the myths and facts. Write true (T) or false (F).

◯ 1. The Trojan Horse was full of weapons.
◯ 2. The emperor didn't believe in the fortune tellers.
◯ 3. The Maiden's Tower has been used for different purposes.
◯ 4. The rocks in Chimaera have been flaming because of natural gas.

6 Work in pairs. Retell the story you liked most.

7 Search the Net for a myth. Follow the given steps to prepare a presentation.

a. Choose a myth.
b. Read and take notes.
c. Find visual materials.
d. Prepare your presentation using different Web 2.0 tools.

Game time! Play "Jeopardy Quiz Game".

Reading & Writing

1 **Match the cities with the historical sites or monuments in your country. Share what you know about them.**


a. *Cumalıkızık*


b. *Mount Nemrut*


c. *Hattusha*


d. *Divriği Mosque and Hospital*


e. *Ephesus*


f. *Göreme Open-Air Museum*

◯ 1. İzmir
◯ 2. Sivas
◯ 3. Nevşehir
◯ 4. Çorum
◯ 5. Adıyaman
◯ 6. Bursa

2 **Match the historical sites given in exercise 1 with the information below.**

◯ 1. This unique monument was built during the Seljuk Period in Anatolia.
◯ 2. The temple of Artemis, one of the Seven Wonders of the ancient world, was built here.
◯ 3. This old city is known as the first capital of the Ottoman Empire.
◯ 4. Information about the Hittite Empire can be learned from this archaeological site.
◯ 5. Unusual rock formations which are known as “fairy chimneys” are here.
◯ 6. Huge statues of ancient gods can only be seen if you climb up.

ADVENTURE IS OUT THERE!

If you’re an active adventurer, you can be spoilt for choice in Turkey. Let’s take a look at the notable experiences of some people. The more you know about it, the more you want to go and try!



Last year, I decided to go to Turkey for holiday because it had been on my bucket list for a long time. My first destination was Cappadocia, which is one of the world’s most beautiful places with its fairy-tale landscape. Walking through the valleys in “Göreme Open Air Museum” was an unforgettable experience for me. Flying over this picturesque view in a hot-air balloon was absolutely mind-blowing. I felt extremely excited when I went down the underground city in Derinkuyu and I really wondered how the people used to live here.

Akira

3 Choose the closest meanings of the underlined idioms.

1. I'm spoilt for choice. I can't decide on any. Please help me.
   a. I have so many good options   b. I don't have many options
2. The book suggests the destinations that should be on your bucket list. If you like travelling, you should definitely see them.
   a. things you want to experience during your lifetime   b. things you do in your free time
3. Don't miss out on a trip to the Prince Islands when you go to İstanbul.
   a. have the chance   b. fail to experience
4. We walked our feet off after taking a tour around the town all day.
   a. felt tired as we walked a lot   b. had fun walking around

4 Read the experiences of people who had holiday in Turkey. Fill in the chart.

	Place	Properties
Akira	Cappadocia	fairy-tale landscape
Enrica and Edmund		
Chloe		

5 Match the highlighted words in the blogs with their definitions.

1. .... : extremely exciting and impressive
2. .... : to accept something enough or satisfactory although you want more
3. .... : empty and quiet
4. .... : enjoyable or important enough to make the necessary effort
5. .... : rising at a sharp angle



We were looking for a challenging hike when we heard the Lycian Way last summer. It was a 29 day long-distance trekking trip from Fethiye to Antalya. We walked our feet off at the end of this 540km ancient route. But it was totally worth it because we enjoyed the rocky coastline, sandy beaches and ancient ruins in Olympos and Myra. Lycian rock tombs and deserted old town named Kayaköy in Fethiye were also fascinating. Of course, I didn't miss out on a chance to try rock climbing in Olympos as a sports freak.

Enrica and Edmund

I have been interested in history since my childhood. On my last trip, I had the opportunity to see the magnificent city of Hattusha, the capital of Hittite Empire around 1650 B.C. I arrived there by following the road from the modern village of Boğazköy. This area is known as the "Lower City" and consisted of a large temple complex. It is also identified as being the oldest part of the Hittite city. I climbed up towards a steep rocky path to see the "Upper City". In the Upper City I admired the sculptures and the rock art on the gates of the ancient city. The whole trip took about four hours but I didn't content myself with this sightseeing. So, I went on my trip to see the original pieces in the Museum of Anatolian Civilizations in Ankara. If you want to visit this amazing site, don't forget to take water, food and a sun umbrella with you.

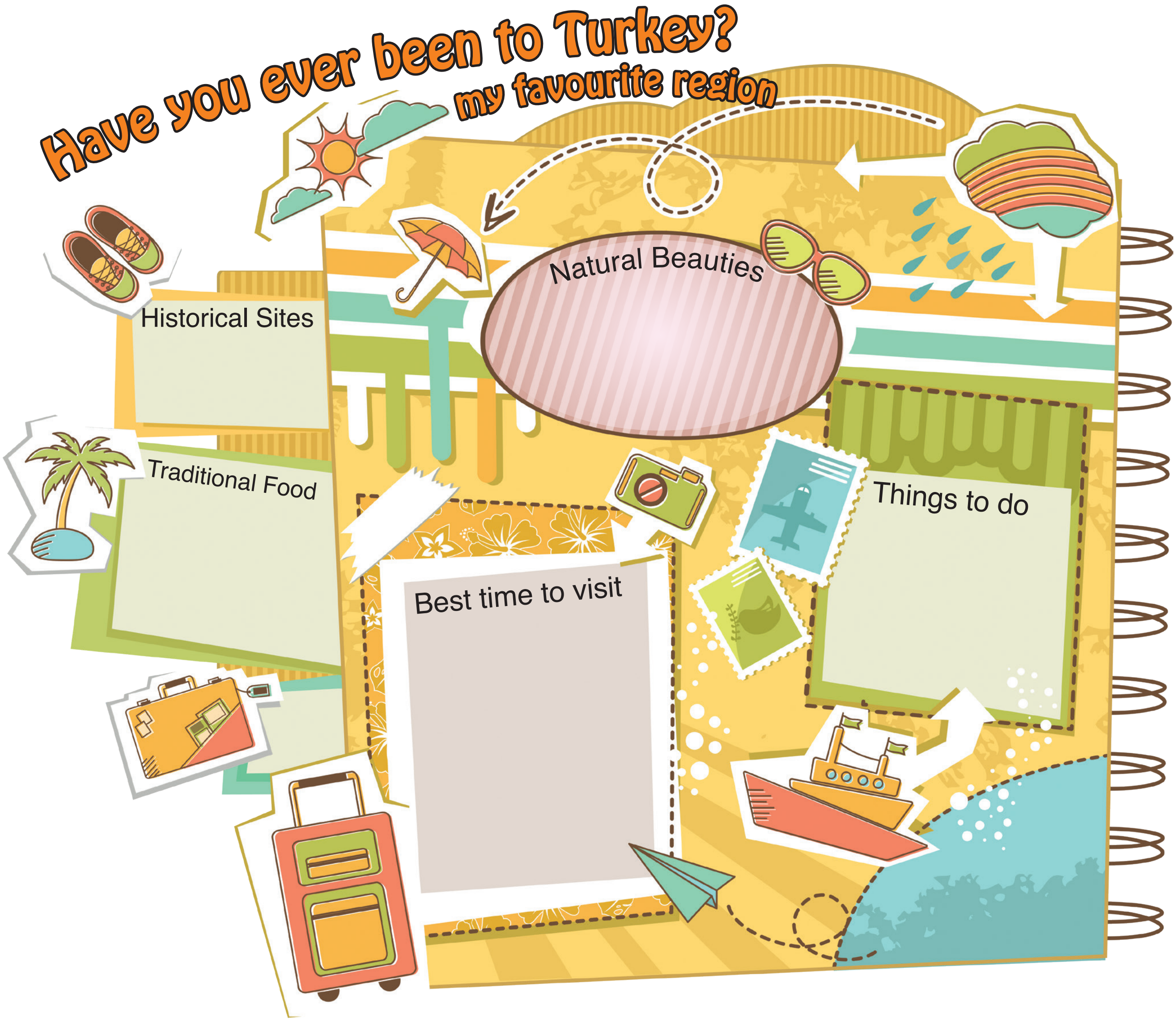
Chloe



6 **Work in pairs. Interview your friend about a place he / she has visited. Ask the questions below.**

Where did you have your last holiday?
How did you travel?
Who did you travel with?
What kind of places can be seen there?
What types of food can be tried there?
Do you recommend that place?

7 **a.** **Take notes in the boxes to write a blog entry recommending places to visit in Turkey.**



b. **Prepare a blog entry and present it in class.**

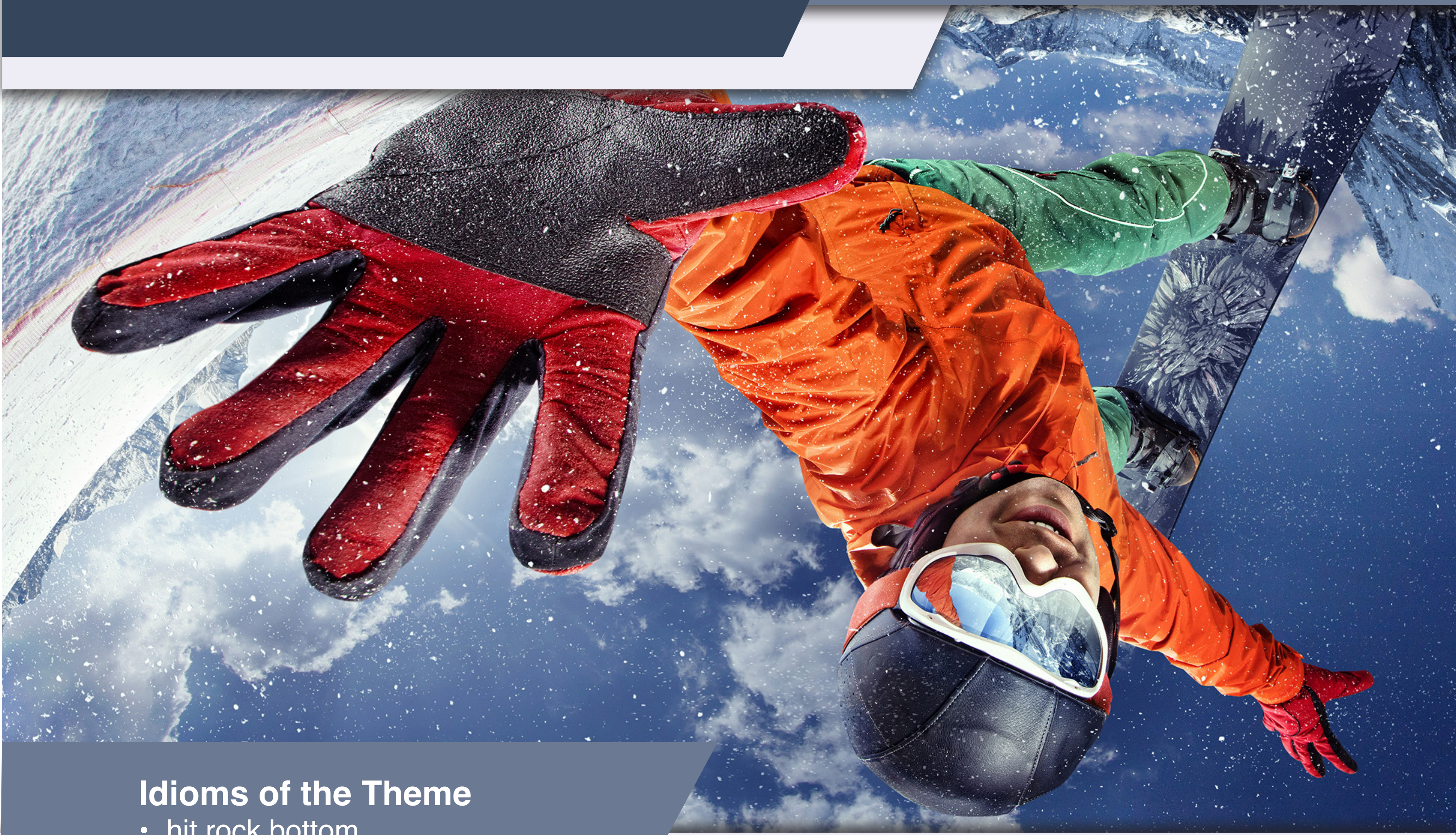
Check Yourself

		👍	👍👍	👍👍👍
I can	recognise information about the description of a historical site while listening.			
	pronounce /wɒz/ and /wəz/.			
	give a presentation on a historical site.			
	interview my friend about a place he / she has visited.			
	find out information in a text about historical sites in Turkey.			
	write a blog to recommend places in Turkey.			

THEME 8

SPORTS

A. Get in the Game!
B. Adrenaline Countdown



Idioms of the Theme

- hit rock bottom
- ups and downs

If you had a chance, would you jump, dive and fly through the sky?
Do you think bungee jumping is just waving goodbye?
Does watching football make you fly high?
Do you agree doing sports is just swimming in July?

Listening & Speaking

1 **Look at the photos. Match the sportspeople with their sports.**


1. Kobe Bryant


2. Rümeysa Memiş


3. Serena Williams


5. Usain Bolt


6. Lionel Messi


4. Katie Ledecky

◯ a. kickboxing
◯ b. athletics
◯ c. swimming
◯ d. tennis
◯ e. basketball
◯ f. football

2 **a. Fill in the blanks to make true statements about yourself.**

- I think .... is the most popular sport in the world.
- I am keen on watching .... live.
- My favourite sportsperson is ....
- I would like to try ....
- I dislike watching .... on TV.

b. Work in pairs. Share your ideas about sports. Then, report each other's ideas to the class as in the example.

e.g.
She says that basketball is the most popular sport in the world.
He tells me that he is keen on football.

3 **Read the sentences and guess the meanings of the underlined idioms.**

1. As all the players were young and inexperienced, I **carried the ball** during the match.
   a. I did most of the work. b. I brought all the balls.
2. She **put her heart into** her sports career and worked hard to get the medal.
   a. She really wished a lot. b. She made a great effort.

4 Track 46 **Listen to the interview with Kobe Bryant and write the years next to the events.**

He moved to Italy with his family in ....

His basketball career started in ....

He scored his highest points in a game in ....

He got retired in ....



5 Track 47 **Listen to the interview again and order the events.**

◯ a. He became a screen writer and producer.
◯ b. They moved back to the USA.
◯ c. His father ended his basketball career.
◯ d. He played soccer and basketball at school.
◯ e. His parents gave him the name of a Japanese steak house in Philadelphia.
◯ f. He played for Los Angeles Lakers for 20 seasons.

6 Track 48 **Listen again and decide true (T), false (F) or not stated (NS).**

◯ 1. Kobe's parents called him Kobe because they hired a steak house in Philadelphia.
◯ 2. His father was an NBA player before they moved to Italy.
◯ 3. His basketball coach at high school encouraged him to work hard.
◯ 4. He was inspired by Michael Jordan's style and techniques.
◯ 5. His team won the match versus Raptors thanks to Kobe's performance.
◯ 6. He continued his career as a basketball reporter.
◯ 7. He advises young players to put their heart into basketball.

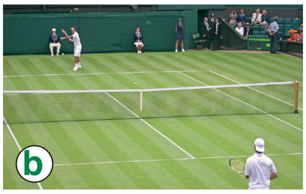
7 **Work in pairs. Make an interview.**

Student A: You are the interviewer. Write down at least five questions you want to ask to a sportsperson.	**Student B:** You are a famous sportsperson. Answer the interviewer's questions.

Reading & Writing

1 Look at the photos of the tournaments and match them with their names.









◯ İstanbul Eurasia Marathon
◯ Formula 1 Race
◯ Wimbledon Tennis Tournament
◯ Tour De France

2 Work in pairs. Ask and answer questions about the tournaments in exercise 1.

1. Have you watched one of these tournaments before?
2. Which one would you like to go and watch? Why?
3. Would you like to compete in one of them? Why? Why not?

3 Read the news and match them with the headlines.

a. Not Over Yet! b. Tickets on Sale c. Pedals On, Keep Watching

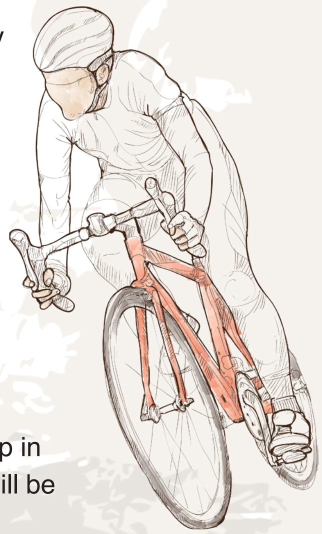
1 ....

Wimbledon tennis tournament which takes place in London attracts more than 500.000 spectators every year. As it is one of the most celebrated tennis events, a lot of people all around the world want to see it. If you want to be one of them, you had better try to find a ticket beforehand. Here are some tips how to buy a ticket and learn some details of this annual event: There are four main ways to buy tickets. You can buy your tickets online; however, the tournament is so popular that they are sold out within minutes. Public ballot is another way of getting tickets. You have to fill in an application form in December and wait to be chosen. You can queue on the day of the event to buy a ticket. There are also some hospitality packages which include both the tickets and hotel accommodation. Once you get the chance, you can enjoy the games having strawberries and cream, served during the tournament.



2 ....

The world's most famous cycle race which lasts for 21 days finally ended yesterday. The winner is again the British cyclist Chris Froome, who tells the reporters that nothing is impossible! If you are interested in seeing the next race, it may be a good idea to learn about it. The riders cycle 3000 km in total and they have to finish one stage on each day. Each year it has a different route which ends in Paris. During the race 20-22 teams with 9 riders finish a stage on each day. Before watching this spectacular race, you should know what each jersey colour in Tour De France means. They represent the best cyclists in different categories. The cyclist who wears yellow jersey is the overall leader of the race. The fastest sprinter on flat ride wears the green jersey; whereas, the red one is worn by the leader of the mountain racers. Finally, the fastest rider under the age of 25 wears a white jersey. Keep in mind that next year's route will be announced in October.



4 **Read the news again and choose the correct option.**

1. Since Wimbledon Tennis Tournament is a popular event, ...
   a. it is a good idea to get a ticket as soon as possible
   b. you can always buy a ticket whenever you want
   c. everyone can get a ticket through public ballot easily
2. You don't have to worry about accommodation and tickets if you ....
   a. join public ballot
   b. purchase a package tour
   c. buy a ticket online
3. During Tour De France the riders have to cycle ....
   a. on weekdays
   b. at weekends
   c. for 21 days
4. Different colours of jerseys are worn by ....
   a. the competitors of different teams
   b. the champions in different categories
   c. the team leaders
5. The champion team in NBA League may change because ....
   a. the league hasn't finished yet
   b. all the teams are trying hard
   c. the leader team has failed to show a good performance
6. LeBron James didn't get thrown out of the game ....
   a. in his basketball career
   b. due to a technical fault
   c. until this season

5 **Mach the highlighted words / phrases from the text with the definitions below.**

a. there is no more of that thing in the stock
b. a shirt worn by a member of a sports team
c. parts of a race
d. waiting anxiously or excitedly for something
e. a sports competition
f. a competitor who takes part in short, fast races
g. people who watch a sports event

6 **Work in groups of three. Choose one of the news and give brief information about it to your partners.**

3 ....

This year's NBA season, which has been technically very heavy, is halfway done. Spectators from all over the world have paid close attention to the impressive sporting league once more. While basketball lovers are holding their breath for the champion, unexpected things are happening this season. Some basketballers are doing great; whereas, others are not showing enough performance. Giannis Antetokounmpo has joined the record book after Kerem Abdul Jabbar with at least 20.0 points, 5.0 assists, 5.0 rebounds and 2.0 blocks per game. Basketball critics say that he's the rising star of this season. Cavaliers star LeBron James was ejected from a game because of a technical fault for the first time in his fifteen-year career. As seconds matter in basketball, we must be ready for surprises until the end of the season.



7 **Work in pairs. Choose one of the tournaments and talk to your partner using the prompts.**

Formula 1 Race



- single-seat auto racing
- 20 racers
- lasts for three days
- open to men and women
- usually starts with practices on Friday and finishes with a race on Sunday

İstanbul Eurasia Marathon



- lasts for one day
- from 9 a.m. to 3 p.m.
- starts on the Asian part of the city, crosses the Bosphorus Bridge and finishes on the European part
- online application
- 3000 participant limit

Formula 1 is a single-seat auto race. 20 drivers race for the cup. It ……..

8 **a.** **Work in groups. Find information about a tournament in your country or abroad. Prepare a presentation of it.**

Make notes about:

- where / when and how often it takes place.
- what happens in the tournament.
- how a participant can apply.
- whether you would like to apply for it and why / why not.

b. **Present your work in class.**

Pronunciation

A. **Track 49** **Yes / No questions usually have rising intonation. Notice that Wh- questions usually have falling intonation. Listen and practise.**

Have you watched a tournament before? ↗
Did you watch the match yesterday? ↗
Where does Istanbul Marathon finish? ↘
When did your basketball career start? ↘

B. **Track 50** **Practise the questions. Draw a rising / falling arrow. Then, listen and check.**

1. Did he continue his basketball career? ....
2. Where do Formula 1 races take place?.........
3. Was his father an NBA player? ....
4. Who is the best player this season? ....

Culture Corner

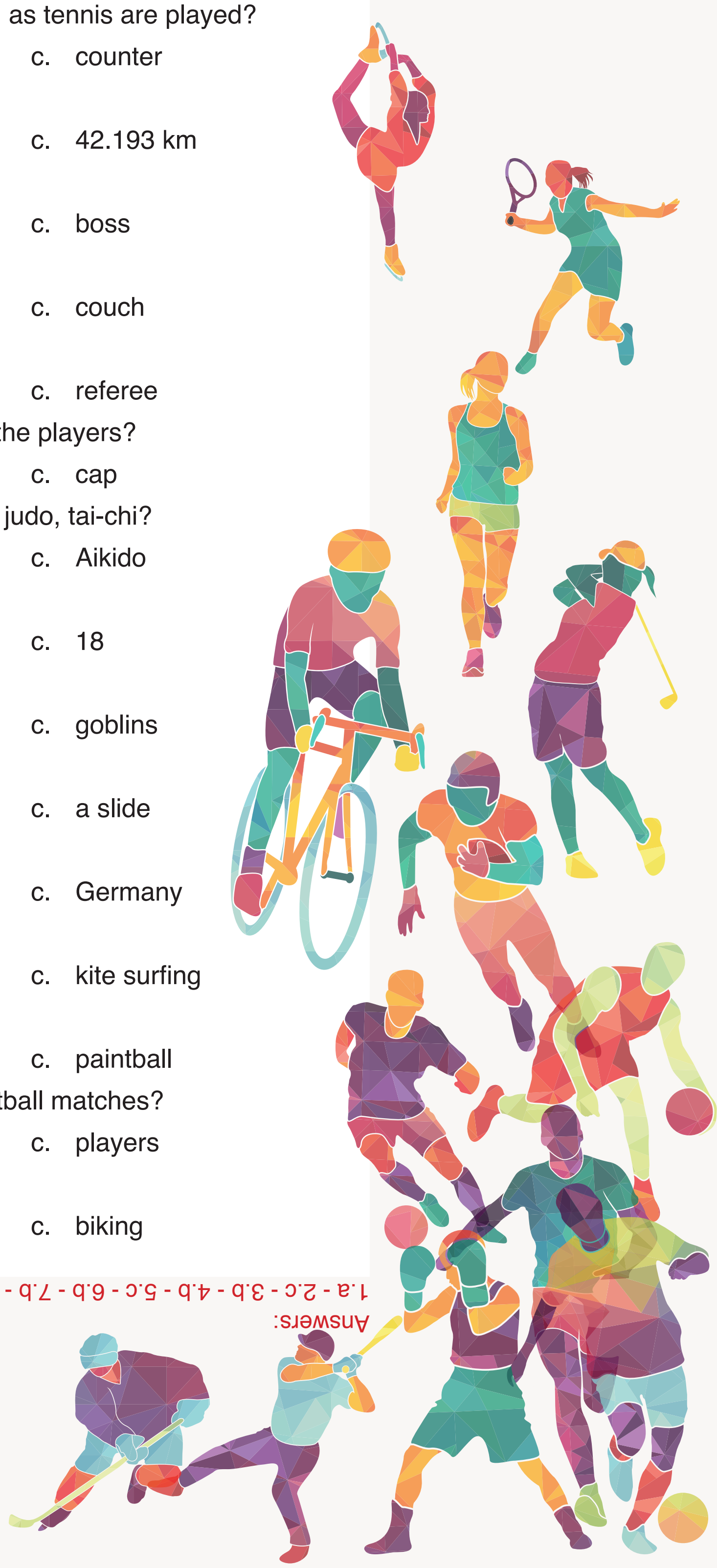


What do you know about sports? Check yourself!

SPORTS QUESTIONNAIRE

1. What is the name of a place where games such as tennis are played?
   a. court b. course c. counter
2. How long is a marathon?
   a. 10 km b. 50 km c. 42.193 km
3. Who is the leader of a sports team?
   a. commander b. captain c. boss
4. Who trains a person or team in sports?
   a. trainee b. coach c. couch
5. Who controls the game in football?
   a. judge b. teacher c. referee
6. What is the hard hat that protects the heads of the players?
   a. an armour b. helmet c. cap
7. What is the generic name for sports like karate, judo, tai-chi?
   a. Asian b. Martial Arts c. Aikido
8. How many holes are there on a golf course?
   a. 5 b. 12 c. 18
9. What are the special glasses for swimming?
   a. googles b. goggles c. goblins
10. What is the area in which you practice skiing?
    a. a slope b. a sledge c. a slide
11. Where were the first Olympic Games held?
    a. China b. Greece c. Germany
12. Which one is an extreme sport?
    a. ice hockey b. canoeing c. kite surfing
13. Which one is an individual sport?
    a. swimming b. polo c. paintball
14. Who are the people that behave violently in football matches?
    a. supporters b. hooligans c. players
15. Which sport is Wimbledon best known for?
    a. ice hockey b. tennis c. biking

Answers:
1.a - 2.c - 3.b - 4.b - 5.c - 6.b - 7.b - 8.c - 9.b - 10.a - 11.b - 12.c - 13.a - 14.b - 15.b



Listening & Speaking

1 a. Match the extreme sports with their pictures.

◯ 1. cliff diving	◯ 2. barefooting	◯ 3. zorbing
◯ 4. mountain biking	◯ 5. bungee jumping	◯ 6. wing suit sky diving


a


b


c


d


e


f

b. Look at the bubbles below, choose the one that suits you most. Share your opinions in the class.

I've tried an extreme sport. It was amazing.

I'm not thinking of doing any extreme sports because they're insane.

I haven't tried an extreme sport yet but I'm looking forward to it.

I have no idea about extreme sports.

2 Match the words with the sentences below.

a. hair-raising	b. eye-popping	c. jaw-dropping

1. I have never witnessed such a tragic car crash in Formula 1 before. It was really ....
2. No doubt their win against Spain was one of the most .... moments in football history. Everybody stood to applaud the Greek team's performance.
3. Serena Williams's hair style in French Open 2017 was really .... I couldn't take my eyes off her amazing pink hair.

3 Track 51 **Listen to a radio programme about bungee jumping. Tick the words you hear.**



◯ platform edge



◯ parachute



◯ waist harness



◯ scaffolding



◯ wing suit



◯ rebound

4 Track 52 **Listen to the radio programme again and choose the correct option.**

1. The name of the programme is ....
   a. Adrenaline Rush   b. Adrenaline Crash
2. There are .... hosts in the programme.
   a. three   b. two
3. .... is addicted to adrenaline.
   a. Sally   b. Matthew
4. They are going to talk about ....
   a. bungee jumping   b. cliff diving
5. Jane has been a jumper for ....
   a. six months   b. four years

5 Track 53 **Listen again and write true (T), false (F) or Not Stated (NS).**

◯ 1. Sally is not an adrenaline junkie.
◯ 2. Jane wore a helmet while she was jumping.
◯ 3. Jane was able to jump right after the first countdown.
◯ 4. Jane was speechless at the second countdown that she didn't even scream.
◯ 5. Jane enjoyed the rebounds. It was amazing.

6 **Work in pairs. Make a dialogue as in the example.**

A: Do you prefer doing or watching extreme sports?
B: I prefer doing them. I've been paragliding for four years now.
A: Cool! I think adrenaline is naturally in your veins!
B: Exactly! What about you?
A: Oh, I'm just a watcher.
B: Ok, if you were to try one, which one would you try?
A: I would try wing suit sky diving because it is breathtaking!



Reading & Writing

1 Match the people with the race photos given below.



1. Alice Thomson
The Butterfly

My friends said I was like a crazy butterfly with my kite in the sky at the final stage of the race.



2. William Jones
The Cheetah

Everybody said that even the helmet couldn't hide the happiness and joy on my face when I was on my motorbike.



3. Walt Myers
The Hulk

Paulo Coelho says that the adrenaline and stress of an adventure are better than a thousand peaceful days. I totally agree. Multi-sport races are just my cup of tea.



a. Coast to Coast Ultra Endurance Race



b. MI SuperMoto



c. Kitesurfing Championships

2 Look at the highlighted words in the text and match them with their definitions below.

◯ a. severe, harsh, threatening
◯ b. an area of land
◯ c. determination and ambition
◯ d. whole, entire
◯ e. sharper, higher
◯ f. once a year
◯ g. battle of life

3 Read the page on the sports magazine "X-treme" and number the scrambled paragraphs in the right order.

EXPERIENCE THE THRILL OF THE "COAST TO COAST"

A .... Daisy River said it was a very challenging, unsupported ride due to the very wet weather and strong winds all around the coast. "The biggest excitement happened with 3 kilometres to climb of the huge mountain. I was caught in a hailstorm. It was almost impossible to pedal. Total mileage was 3.056, the weight on my bike was around 15 kilos. However, it was a rat race[1] and I had to win. I tried my utmost and kept on pedalling. After a few hours of effort, I saw the finish line," said Daisy.

B .... There's no doubt that "The Coast to Coast Ultra Endurance Race" is an uprise against nature, where only the strong and the adventurous are able to survive. This race is an ultimate challenge and requires not only good fitness and skills, but also a good dose of mental fortitude[2]. Next year the race will be held on Amalfi Coast of Italy. All the adventure lovers will be welcomed to this jaw-dropping adventure.

4 **Read the page again and answer the questions.**

1. What is “The Coast to Coast Ultra Endurance Race”?

   ....

2. What are the types of the extreme sports involved in the race?

   ....

3. Were terrain and weather conditions easy to cope with?

   ....

4. Which sport did Sarah talk about?

   ....

5. Was Samuel able to finish all the mountain stages?

   ....

6. Why was it impossible to pedal for Daisy?

   ....

7. Which qualities must a racer have in order to participate “The Coast to Coast Race”

   ....

5 **Tick the extreme sports mentioned in the text. If you had a chance, which one would you try?**

◯ skydiving ◯ kayaking ◯ zorbing ◯ mountain biking ◯ cliff diving ◯ trail running







C .... “From the beginning, I had a lot of questions on my mind whether I would be able to cover the overall[3] distance as the weather was so pitiless[4] and severe. But it was a voyage of discovery into unknown lands, seeking not for new territory but for an unforgettable experience. So, I gave it my best shot and completed all the mountain stages. At the end of the race, I wasn’t feeling my legs,” stated Samuel Blake.

D .... The Coast to Coast Ultra Endurance Race ended up on Sunday. It is a non-standard multi-sport competition held annually[5]. The race involved a 243 km of mountain biking, trail running and kayaking across the Southern Alps of New Zealand. The racers showed great performance despite the harsh terrain[6] and weather conditions. We interviewed with three racers after the final ceremony. They shared their outstanding experiences at different categories. First, we handed the microphone to a kayaker, then a trail runner and finally a mountain biker.

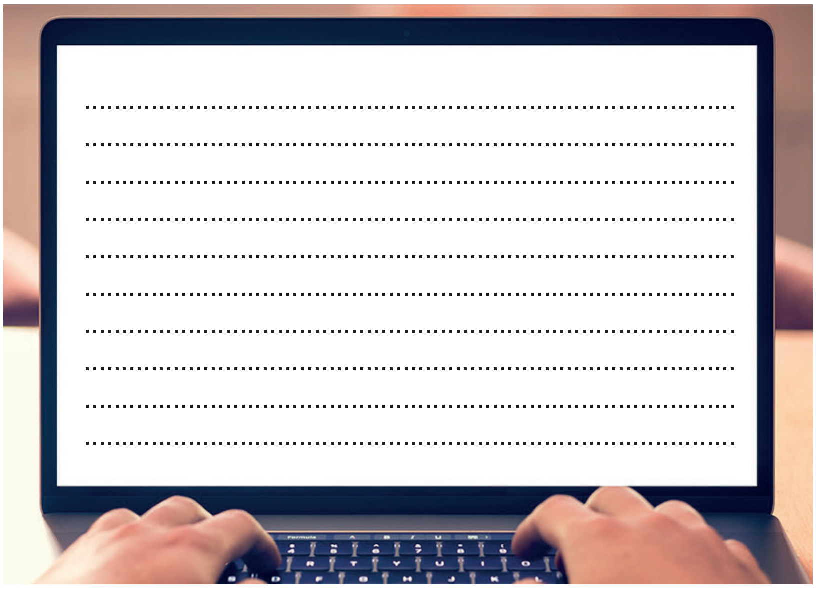
E .... Sarah Casey said that to race down white water, one must physically enter and blend with the flow of a rushing water. “I rallied through water with lots of waves before the river became narrower. I scrambled up the rocks and as I almost slipped into the water and I looked up to see a 30 ft. waterfall! The waves began to push sideways and they were getting bigger and steeper[7]. I had hard moments while getting out of that area,” added Sarah.



6 a. Imagine that you are an interviewer at the sports magazine "X-treme". Make an interview with someone (a celebrity, a friend, a family member etc.) who is doing an extreme sport. Make a similar dialogue as in the example and add more questions if necessary.

e.g.

Interviewer: What's your profession Andrew?
Andrew: I'm a mechanical engineer.
Interviewer: How long have you been doing barefoot skiing?
Andrew: I have been barefooting for five years.
Interviewer: What made you start practising it?
Andrew: I have already been into water skiing, and when I saw the barefooters on TV, I liked the idea of trying it.
Andrew: How many ....?



b. Now write a report about the interview you have made as in the example.

e.g. *Andrew said that he was a mechanical engineer and he was 35 years old. He told me that he had been barefooting for five years. He said he had been already into water-skiing, and added that when he had seen the barefooters on TV, he had liked the idea of trying it.*

Game time! Play "What Did the Teacher Say?".

Check Yourself

I can	👍	👍👍	👍👍👍
listen to a radio programme and identify the words I hear.			
ask questions to make an interview with a sportsperson.			
ask other people's opinions and share mine about extreme sports.			
analyze a text and reorder the scrambled paragraphs.			
make an interview and write a report about it.			

THEME 9

MY FRIENDS

A. Best Friends Forever
B. Treat Yourself!



Idioms of the Theme
- life is not a bed of roses
- one person's trash is another person's treasure

What is a real friend? What are friends for?
What qualities are important to be a real friend?
Caring or sharing, can you tell what is more?
What is the secret to friendships that never end?

Listening & Speaking

1 a. What does friendship mean to you? Write six words on the mind map.



b. Work in pairs. Discuss the differences and similarities between your mind maps.

2 Look at the similes below. Fill in the blanks using them.


as wise as an owl


as busy as a bee


as strong as an ox


as fit as a fiddle


as sweet as honey


as gentle as a lamb


as graceful as a swan


as thick as thieves

1. A person who is .... is in an excellent state of physical condition.
2. A person who is .... is cute and charming.
3. If two people are ...., it means that they are very close friends.
4. A person who is .... has a kind and mild character.
5. A person who is .... can make sensible decisions and judgements.
6. A person who is .... works very hard.
7. A person who is .... is elegant and stylish.
8. A person who is .... is powerful and well-built.

3 **Match the sayings with the photos.**

◯ 1. Friendship never dies.
◯ 2. Friendship is a kind of show business.
◯ 3. Differences make friendships stronger.


a


b


c

4 Track 54 **Listen to two friends working on a school project on friendship. Match the names with the similes as you hear them. One simile is extra.**

◯ 1. Oprah Winfrey and Gale King
◯ 2. Henry Ford and Thomas Edison
◯ 3. Sarah
◯ 4. Sarah and Fatima

a. as busy as a bee
b. as fit as a fiddle
c. as wise as an owl
d. as sweet as honey
e. as thick as thieves

5 Track 55 **Listen again and write true (T) or false (F).**

◯ 1. Henry Ford and Thomas Edison were childhood friends.
◯ 2. Ford and Edison lived as neighbours for some time.
◯ 3. Sarah and Fatima look happy in the photo.
◯ 4. Sarah and Fatima have similar lifestyles.
◯ 5. Everybody knows Oprah and her best friend from TV shows.
◯ 6. Jamie and Phoebe chose only celebrities' friendships for their presentation.

6 a. **Search the Net for your favourite band considering the clues below. Ask and answer questions as in the example.**

who they are	their hobbies and interests
where / when / how they met	their personality traits

e.g.
A: What is the name of the guy who plays the drums / bass guitar / electro guitar?
B: Will Champion
C: How old is the man who sings in the band?
D: 40

b. **Work in groups. Decide on your favourite band and prepare a poster.**

Reading & Writing

1 **Read the quotes below and discuss what they mean with the class.**

A friend is someone who knows the story in your heart, and can tell it back to you when you've forgotten the words.
Unknown

Your friend is the man who knows all about you and still likes you.
Elbert Hubars

A real friend is one who walks in when the rest of the world walks out.
Walter Winchell

2 **Fill in the blanks with the given words below.**

fierce	edgy	sincere	loyal	modest	trustworthy

1. I couldn't believe how my son ate the whole cake. I became so .... that it took too long to feel relaxed again.
2. I love spending time with Sally. She never pretends or lies. She's totally ....
3. I see doctors as very .... people because they spend many years specializing in their fields.
4. Dennis is always .... about his achievements. He always gets the first prize in art competitions but never mentions it.
5. Mr. Stark was .... to his country. He fought for the army during his entire life.
6. Sheila looked so .... when she saw the little children suffering from the war.

THEY ARE REALLY KIND TO EVERY KIND

Most people describe the lives of the celebrities with glamour and luxury. To be honest, their life is not a bed of roses as everybody thinks. They have to work very hard to be the best all the time. They have no suitable settings to make true friends and they cannot find a shoulder to cry on. Pets have been the healers of their lonely hearts. They used to buy expensive pets from petshops but it was a long time ago. Now, celebrities do a lot of charity for the "loyal friends" that need help.

Ian Somerholder is one of the celebrities who tries to make a better world for animals. He keeps adopting more and more animals to broaden his family. He and his wife has already adopted a cat, a horse and a rescue kitten. He is the founder of an organisation which aims to end animal testing and to prevent animal cruelty. He has an enduring friendship with the animals in need.

Eye-catching actress Charlize Theron, who has a bad reputation by playing villains in thrillers, is a sincere animal lover with a soft heart in her real life. As she grew up at a farm in South Africa, she loves spending time with animals. She supports animal welfare acts and joins campaigns against fur trade. She describes herself as the mother of all rescue dogs.

Ricky Gervais who is a talented writer and a successful actor is also a fierce advocator of animals. He stands up for animals any time. His social network accounts are full of animal rights shares. He also works for re-homing the dogs which are abandoned.



3 **Complete the statements below with the idioms in the first paragraph of the text.**

shoulder to cry on   close to heart   a bed of roses

1. Whenever I have a problem, Tina is always there. She is my ....
2. Everyone must be sensitive about making true friends because it is an issue ....
3. The belief that celebrities' lives are usually thought to be .... In fact, it is not.

4 **Read the text quickly and complete the statements.**

1. Ian Somerholder and his wife adopted ...., ... and ....
2. Charlize Theron grew up at a farm in ....
3. Ricky Gervais works for .... the dogs which are abondoned.
4. Howard Stern is the .... of fifty .... cats.

5 **Read the text again and answer the questions below.**

1. Why does the writer think that the life of celebrities is hard?
2. What is the purpose of Ian Somerholder's organisation?
3. What kind of a person is Charlize Theron in her real life?
4. Who protects the animal rights on social media?
5. How does Howard Stern behave towards people and animals?

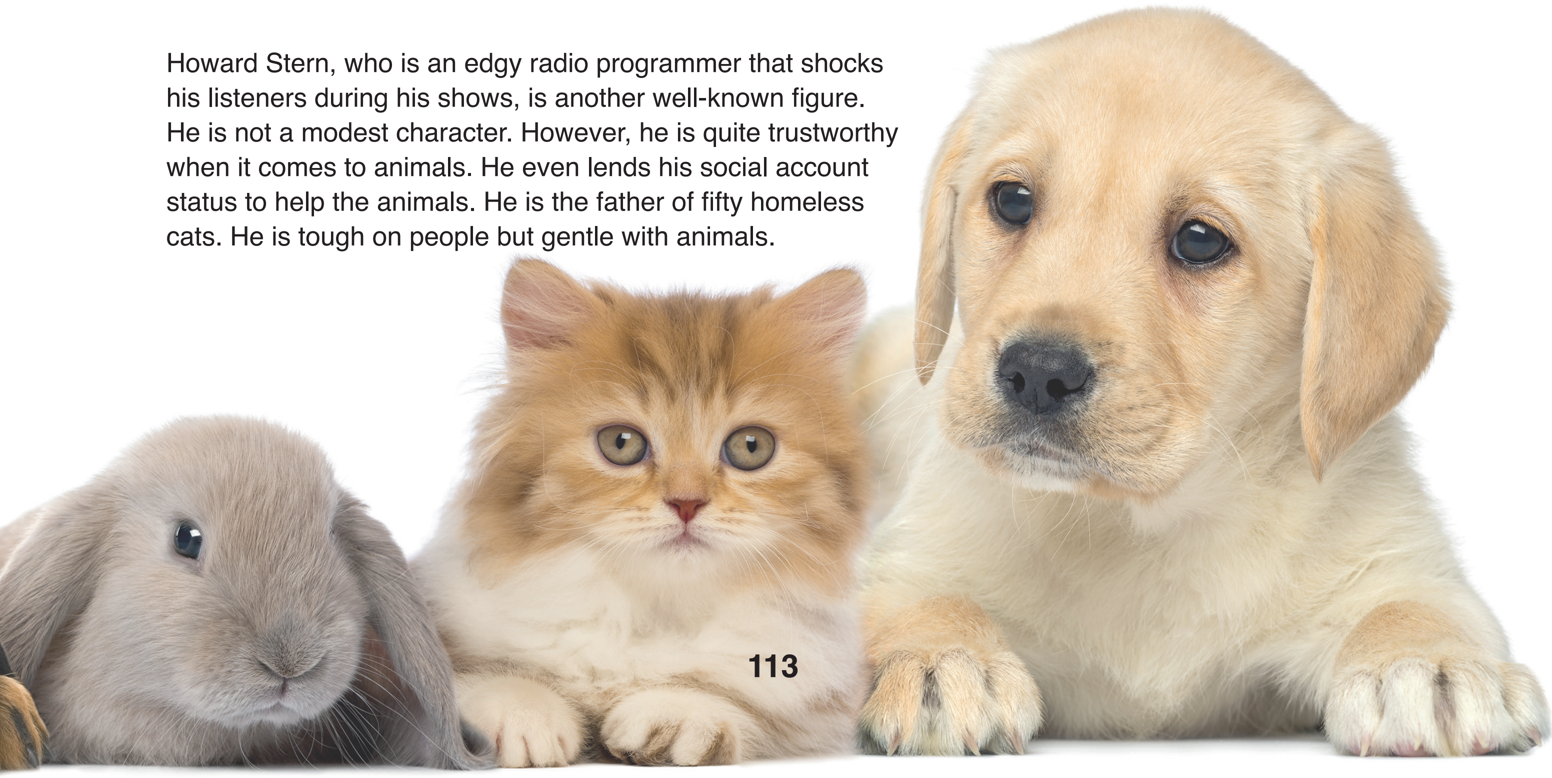
6 **Complete the pairs of opposites with the bold words from the text.**

1. unnoticeable ....
2. gentle ....
3. calm ....
4. short-lived / temporary ....
5. insincere ....
6. untrustworthy ....
7. disloyal ....
8. arrogant ....





Howard Stern, who is an edgy radio programmer that shocks his listeners during his shows, is another well-known figure. He is not a modest character. However, he is quite trustworthy when it comes to animals. He even lends his social account status to help the animals. He is the father of fifty homeless cats. He is tough on people but gentle with animals.



7 **Choose the personality traits from exercise 2 to describe your classmates.**

e.g.

Student A : In my opinion Linda is loyal and generous.

Student B : I think Tom is quite modest but sometimes a bit edgy.

8 **Write a text about your teachers and friends for a school magazine.**

Describe
- your classmates' physical appearance / characters
- your teachers
- your feelings about them

....

....

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....

Pronunciation

A. **Track 56** **Both /t/ and /d/ sounds may disappear in words and this process is called *elision*. Listen and practise.**

chris(t)mas /krɪsməs/ san(d)wich /sænwɪdʒ/

The same process can occur across word boundaries:

mus(t) be /mʌsbi:/
the firs(t) three /fɜ:sθri:/
you an(d) me /ænmi:/

B. **Track 57** **Listen and find the *elision* in the sentences and show them in brackets.**

1. My father and I have a lot to say to each other.
2. That was the worst film I had ever watched.
3. Friendship is quite important for celebrities.

Culture Corner



A. Read the text and write the activities people do on friendship day.



INTERNATIONAL FRIENDSHIP DAY

Friends and friendship have been valued since the beginning of the civilized world. In 1935 The United States Congress announced the first Sunday of August as the National Friendship Day. Since then it has been celebrated as a popular festival annually.

Dedicating a day to friends became such a famous tradition that several countries adopted it to their culture. Recently it is celebrated on different dates but it is still a perfect day to express the emotion "I care."

India: It has become a big event in India. Honouring friends and friendship has become popular among youth and students. Friends meet to recollect memories. Children make friendship cards which are prepared as special gifts to thank their friends' presence in their lives.

Argentina: Current and old friends gather to celebrate this very important day of their friendship. In the evening, they race to have a memorable dinner at a restaurant, so this place has to be booked a week earlier. Exchange of friendship bands is also quite popular here.

Peru: A festival, which is called "El dia del Amigo", has been celebrated on the first Saturday in July since 2009. It is an important event because they want everyone to get friendly salutations and greetings from their besties.

Bangladesh, Malaysia: In South Asia, they make this day unforgettable with the exchange of gifts like cards, flowers, etc.



B. If you had a friendship day in your country, how would you like to celebrate it?

Listening & Speaking

1 a. Here are fun activities to do with friends. Match them with the pictures.

◯ organisation party	◯ iron chef night	◯ clip show	◯ city break
◯ concert in the park	◯ camping	◯ frock swap	◯ movie marathon

1


2


3


4


5


6


7


8


b. Work in pairs. Describe the picture of the activity you liked most. Let your partner guess the name of the activity.

2 Complete the definitions using the activities in exercise 1.

1. .... is the activity in which people can stay in tents and live the nature.
2. .... is the exchange of the clothes which people don't use anymore.
3. .... is the visit to a place where you can explore new things.
4. .... is the event in which people can listen to live music in the open air.
5. .... is the contest night when people cook and compete.
6. .... is the activity in which people gather, clean and tidy a house of a friend.
7. .... is the activity in which people choose and watch different films.
8. .... is the activity in which people watch the excerpts of the previous episodes of a TV series.

3 Track 58 Listen to the presentations and write the name of the activity each speaker describes.

1. Nathan .... 2. Frida .... 3. Amy ....

4 Track 59 Listen again. Complete the chart below with the necessary information.

	number of the people	things needed	place of the activity	time for the activity
1st activity				
2nd activity				
3rd activity				

5 Match the proverbs and sayings below with the activities you have learnt in the listening section. Then discuss what they mean.

1. "One person's trash is another person's treasure". ....
2. "Grab some popcorn and enjoy it". ....
3. "Laughter is the brightest where food is the best". (*Irish Proverb*) ....

6 a. Work in groups of four. Make a presentation about one of the activities in exercise 1. Follow the steps below.

a. choose the activity you will present	b. search the Net to have the required information as in exercise 4
c. use some photos / pictures	d. write a presentation script

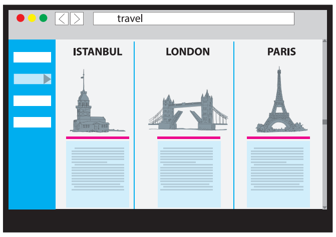
b. Present the activity in class. Vote to choose the best presentation.

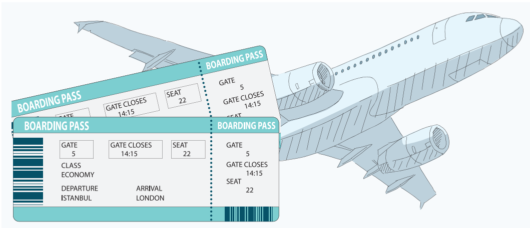
Reading & Writing

1 **Tick the options that remind you of a journey with friends. Explain your reasons.**

◯ fun and adventure	◯ memories	◯ peace
◯ experience	◯ respect	◯ excitement
◯ disagreements	◯ arrangements	◯ expenses

2 **Look at the pictures below and talk about the city break of the students.**















e.g.
They are going to decide on a city to visit in the first picture.

3 **Work in pairs. Ask and answer the questions below.**

1. What kind of holidays do you prefer?
2. Who do you like going on holiday with?
3. What do you generally have in your suitcase?

4 📖 **Read the text on page 119 quickly. Choose the best option that summarises it.**

a. A city break is an opportunity in which you can recognise your friends better.
b. A city break is a memorable chance if you think and arrange everything beforehand.
c. A city break is a kind of holiday which you should try once in your life.

5 📖 **Read the text again. Complete the blanks in the article with the following sentences. There is one extra.**

a. You can find the short-cuts to the famous monuments, museums and other attractions there.
b. However, pay attention to have necessary vitamins and minerals that your body needs as well.
c. Your aim must be sharing the best time with the best ones.
d. Taste the atmosphere like no other in Europe.
e. You may not think the same way but at least try not to have too many disagreements.
f. Try to see these tourist attractions.
g. It is not a good idea to spend the whole money at first so be sensible to manage your budget.

READY, SET, GO!

A city break with friends might be a lifelong experience if you plan everything wisely. (1) .... Here you will find some tips and popular destinations for an unforgettable city break.

What you must do at first is to make sure you have chosen the matchy friends to explore a city. Be open to each other and explain your expectations before you leave. (2) ....

As it is a matter of spending the least money, you should try to find bargain flights. There are some mobile applications of the flight companies that inform you about the cheapest tickets. Planning your holiday for travel off-season may save your time and money. (3) ....

This might be the first time you are in a different city, so it may sound quite adventurous to get lost in the streets. However, it is better to get a guide book which will help you gain time. (4) .... In this way you can explore the city on foot and enjoy yourself.

Don't miss out on a chance to try the local food. Try as many different tempting dishes as you can. (5) .... They will increase your energy and make you active. And keep in mind that you can find vegetables and fruit with reasonable prices in most supermarkets. While having your healthy food at a park, you can enjoy the fresh weather and watch the life moving around.

Some cities are notable destinations. If you haven't decided yet, start with Istanbul, where you can see the European and Asian culture. (6) .... It is one of the fantastic cities. Another remarkable city Rome, which is full of historic sites, is perfect for a city break. Spanish steps, The Trevi Fountain and the Colosseum will guide you live the history now. Italian cuisine, which is one of the best, will leave distinguished tastes in your mouth. And certainly there are many more places to explore. The only thing you should do is to buy a ticket and hit the town you would like to see.

6 Complete the sentences below using the highlighted words in the text.

1. This is a site where you can book hotels at ....
2. If you want to feel the past, it is a good idea to search for the .... of a city.
3. I usually come across offers which include .... of popular airways.
4. Sharon, who spends most of her time with her ...., never feels lonely.
5. As it was .... when I visited Bodrum, there were only a few tourists.



7 **Work in groups of four or five. Prepare a booklet to describe your hometown.**

a. Follow the steps below.

- Act like a tourist.
- Take a historic tour.
- Photograph your hometown.
- Go and visit the city library to get some old photos of your hometown.

b. Prepare a booklet as in the example answering the questions below.

- Where is it located?
- What is it known for?
- What are the main industries in your hometown?
- What are the historic and natural beauties of your hometown?
- What are the advantages and disadvantages of living there?



Game Time! Play the game "Describe It."

Pronunciation

Track 60 **Listen and practise. Notice that *assimilation* in the sentences occurs when the ending sound of a word takes the first sound of the next word.**

hard game	Soccer is a hard game.	/hɑːggeɪm/
good boy	Jack is a good boy.	/gʊbbɔɪ/
white paper	We need some white paper.	/waɪppeɪpə/

Check Yourself

I can	👍	👍👍	👍👍👍
organise specific information in a narrative about a person or an event while listening.			
ask and answer questions to clarify a well-known person.			
scan online and printed newspaper articles to find out personal details.			
write a text about my teachers and friends for a school magazine.			
write a booklet to describe my hometown.			

THEME

10

VALUES AND NORMS

A. Come as you are

B. The "Heart" is the new "Mind"



Idiom / Proverb of the Theme

- When in Rome, do as the Romans do.
- young at heart

Do you really believe in the magic of kindness?
Does the ability to change the world depend on goodness?
Will a beautiful life bloom from a beautiful mind away from sadness?
Are respect and honesty the keywords that lead you to happiness?

Listening & Speaking

1 Look at the quotes below and match them with the people. Then, discuss what they mean.

a. “We love all the created for the sake of the Creator.”

b. “Let’s be one, be big and alive.”

c. “I saw many humans on whom there were no clothes, I saw many clothes in which there were no humans.”

◯ 1. Rumi
◯ 2. Yunus Emre
◯ 3. Hacı Bektaş Veli

2 a. Read the seven principles of Rumi and match them with the messages they give. More than one option is possible.

1. In generosity and helping others, be like the river.
2. In compassion and grace, be like the sun.
3. In concealing others’ faults, be like the night.
4. In anger and hatred, be like the dead.
5. In modesty and humility, be like the soil.
6. In tolerance, be like the ocean.
7. Either appear as you are or be as you appear.



◯ Forgive others.
◯ Be patient and understanding.
◯ Stay calm and keep your balance.
◯ Love is a must for everyone.
◯ Honesty is the best policy.
◯ Share what you have.
◯ Let go of your ego.

b. Work in pairs. Talk about the principles of Rumi. Use the expressions in the box.

Asking for opinions	Expressing opinions	Agreeing / Disagreeing
What do you think of ...? Do you have an idea …? What is your opinion about …? How / What about …?	I think … I believe … In my opinion … I personally feel that … That probably means …	Maybe you’re right (but) … I feel the same way. I think so too. I don’t agree (because) ... I’m afraid I disagree … I’m not so sure about that. I’m sorry but I think …

e.g.



3 a. Track 61 **Listen to the interview with Prof. Olsen and find out what she is talking about.**

b. Track 62 **Listen to the interview again and choose the main idea of the interview.**

◯ a. We should learn the life of Rumi.
◯ b. We need to discuss the principles of Rumi.
◯ c. We should both understand and follow the principles of Rumi.

4 Track 63 **Listen again and write true (T) or false (F).**

◯ 1. Rumi wants to give us a life lesson through his principles.
◯ 2. Rumi advises us to help others without expecting anything.
◯ 3. Prof. Olsen thinks that forgiving others won't make a difference in our lives.
◯ 4. Rumi advises us to be patient while dealing with problems.
◯ 5. His principle about modesty suggests that we don't need to be open to different ideas.
◯ 6. Rumi says we should be honest not only to others but also to ourselves.

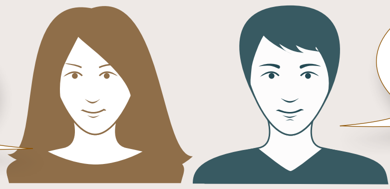
5 **Work in pairs. Ask and answer the questions about the principles of Rumi. Use the structures in the box.**

not only .... but also
both .... and
neither .... nor
either .... or

- In your opinion, which principle is the most important one? Why?
- Which principles are about making others happy?
- How can we live according to those principles?

e.g.

In your opinion, which principle is the most important one?



I think, not only forgiving others but also tolerating mistakes is important.

6 a. **Work in groups. Choose three questions from the spidergram and discuss them.**

PERSONAL VALUES

- **HONESTY**: Are you always honest, or do you sometimes tell a white lie to make someone happy?
- **RESPONSIBILITY**: In your opinion what are the benefits of being a responsible person?
- **LOVE**: What do you value in a relationship?
- **RESPECT**: Do you argue with people who disagree with you? Why?
- **TRUST**: Do you always believe in the people you love?
- **JUSTICE**: What is justice to you?
- **TOLERANCE**: What behaviours can you forgive easily?

b. **Share your ideas in class.**

Reading & Writing

1 a. Read the statements about cultural norms of different countries and guess if they are true (T) or false (F).

◯ 1. In Egypt, you shouldn't add salt to your meal when you are invited to dinner.
◯ 2. Norwegian people use a knife and fork even when eating sandwiches.
◯ 3. In England, your host never lets you pay for your meal.
◯ 4. Playing with chopsticks is considered rude in Japan. So be careful with them.
◯ 5. In Mexico, being overweight gives the message that you are healthy.
◯ 6. Be gentle and avoid strong handshakes in the Philippines.

b. Work in pairs. Discuss the possible reasons for the social norms above.

e.g.

Student A: I think you shouldn't add salt to your meal when you're invited to dinner because your host may think you don't like the food.

Student B: I agree with you. / I don't think so. They shouldn't add salt because……..

2 Guess the meaning of the proverb "*When in Rome, do as the Romans do.*"

CULTURE MATTERS

When in Rome, do as the Romans do. As this proverb emphasizes, if you don't want to suffer from culture shock when you go to another country, you should learn its social norms and values. Here are three people telling us what they have experienced in a foreign country.





Anna, Australia

As an Australian, what I was most surprised about Turkey was the huge breakfast table. It includes various types of cheese, olives, eggs, sausages, pastry and of course vegetables like cucumber and tomatoes. It is more common to be invited to breakfast rather than dinner at weekends. Turkish people can spend hours around the table; eating, drinking so many glasses of Turkish tea, chatting and enjoying themselves. Another point was about consuming bread. Yes, they eat a lot of bread at every meal. What's more, in my country we don't start eating bread until the food arrives, but you are served delicious hot bread and butter before the main dish in many Turkish restaurants. Sharing food even with strangers is also a common characteristic in this country. They not only want to share their food but also insist on this. When it is time to pay the bill, another struggle starts. Each person on the table wants to pay it, which is quite unusual for us. I must confess that being in this country was a marvelous experience for me and really raised my cultural awareness.

3 **Complete the sentences using the highlighted words from the text.**

1. To encourage the .... of the new generation, we should teach the values of our society.
2. Social .... are unwritten rules about how to behave in a particular culture.
3. You should follow the rules of .... if you want to behave politely.
4. Everybody can face .... when they start to live in a different community.
5. Kissing elders' hands is a well-known Turkish .... to show respect.

4 **a.** **Read the text and complete the table with the cultural norms and values of each country.**

Turkey	Australia	Japan	The UK
sharing food	....	using brief sentences	....
....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....

b. **Work in pairs. Compare the countries using the information in exercise 4a as in the examples.**

- Both in Turkey and Japan you should take off your shoes before you enter a house.
- Usually Turkish people not only hug but also kiss on two cheeks when they greet each other.
- Japanese people neither make direct eye contact nor speak loudly.

Kim, Japan

I have been living in Turkey for a few years and learnt quite a lot about Turkish culture and traditions. We have many differences in our social etiquette. Japanese people communicate with brief sentences. In Turkey, it is amusing to listen to the people telling everything in detail. We don't like speaking loudly, but it is a normal way of communication here. We have differences in using body language as well. For example, making direct eye contact is offensive in my country. However, in Turkey it is necessary to make eye contact to tell what you mean. Also, we bow to greet someone as a sign of respect. It may be acceptable to shake hands, but Turkish people both hug and kiss on two cheeks when they meet their friends. On the other hand, we have a common tradition. People in both countries take off their shoes while entering a house. It is a must to say that these people aren't only friendly but also eager to show this trait.







Deniz, Turkey

Before my trip to the UK, all I knew was Big Ben and their popular food, fish and chips. In the beginning, I had hard times getting used to the customs of this country. For instance, in my country being punctual is important too, but you don't have to call the person to say you will be late just for five minutes. Here I have learnt that even if you are late for a few minutes, you have to call and tell your reason. In addition, I had believed that the English were a bit cold and less friendly until I met them. But soon, I realised that they were as friendly and hospitable as the people in my country. That was a great life lesson for me.

5 **Discuss in groups. Talk about the most important values that shape your society as in the example.**

trust | responsibility | empathy | acceptance
honesty | hospitality | respect

e.g.



6 **Complete the essay below about values you've discussed in exercise 5. Use the outline given.**

Introduction	Introduce the topic. Write a thesis statement that explains what the essay is about.
Body	State your ideas with supporting points and examples. Use: first, to begin with, for one thing, secondly, next, in addition, finally, lastly, etc.
Conclusion	Summarise your opinions. Use: in conclusion, to summarise, consequently, in summary

....
Do the values and norms reflect the identity of a society? The answer is absolutely yes. For example, Turkish people are known for their .... It is one of the most important values that shapes our culture.
Firstly, I believe that ....
....
....
....
Next, ...
....
....
.... Finally, ...
....
....
In conclusion, ...
....
....

Culture Corner



A. Read the following statements. Guess and write true (T) or false (F).

◯ 1. In the USA, you shouldn't give a tip to the waiter who serves you.
◯ 2. In Japan, you should always laugh with your mouth open and show your teeth.
◯ 3. In Haiti, you shouldn't whistle in public.
◯ 4. In Argentina, if you attend a dinner invitation on time, you make your host quite happy.
◯ 5. In China, you shouldn't open a gift in front of the person who gives it to you.

B. Read the text and check your answers.

SOCIAL ETIQUETTE

Each culture has different traditions, so they have improved different norms in the course of time. When we travel around the world, we realise and experience this better. As it is said "one man's meat is another's poison"; one culture's offensive etiquette can be quite acceptable in another culture. Here are some examples:

- In the USA, not giving a tip to the person who serves you is considered rude. But in Japan it is just the opposite. If you give a tip to the server, it means an insult to that person because it is his duty to do his best.
- Laughing open mouth is generally thought to be a way of showing happiness. However, in Japan, it is considered impolite.
- Whistling is a way of making music but it is quite rude in Haiti. Making direct eye contact is also a bad behaviour there.
- Being punctual is a sign of a good personality. However, coming on time is not a proper etiquette in Argentina. Because you are probably expected an hour later as your host may be busy with the preparations.
- Opening a gift in front of the person who has given it to you is a good way to show your happiness about it. Whereas, in China and India it isn't a good idea to open the gift as soon as you receive it because they may think you're quite a greedy person.





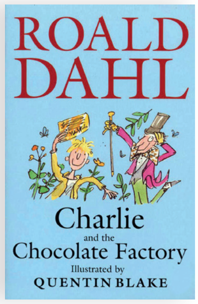


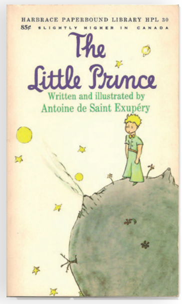


Listening & Speaking

1 a. Look at the book covers. Which ones are familiar to you? Share and discuss what you know about the main characters.







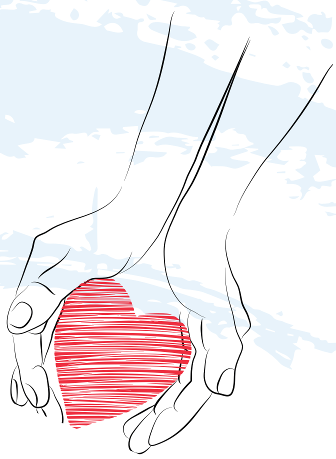
b. Read the poem and choose the best option to find the gist.

a. Always walk the way with the people who make you happy.
b. Kindness, goodness and tolerance are the keywords in life.
c. Taking care of flowers gives peace to your soul.

No matter where you go
And whom you walk with all the way
Let the kindness fill your heart
And appreciate each day

A gentle touch of goodness
Awakens the humanity
Even watering a small flower
Wipes away the vanity

Grown-ups may block your path
Never get angry
Always keep in mind that
Tolerance is the key to harmony



2 Read the sentences and choose the correct option for the words in bold.

1. What Sharon **took away** from her manager's speech is that the new project will definitely be worth working on. Thus, the message she got motivated her well.
   a. learnt b. misunderstood
2. It is necessary to **pass down** family traditions. Otherwise, social morals and values of a nation may disappear in the course of time.
   a. have experience b. transfer experience
3. Kareem, the **narrator** of the story, tells the readers all about his breathtaking journey in the Pacific Ocean and his clashes with the pirates.
   a. storyteller b. scenarist
4. "Fairy tales can come true. It can happen to you if you are **young at heart**" is my grandma's favorite part in Sinatra's song. She says the lyrics make her feel like a teenager again.
   a. physically and mentally mature b. active and have a lot of energy
5. The author **is obsessed with** writing his new novel. He spends so much time on it that he even sometimes forgets eating.
   a. keep thinking about b. not care about

3 Track 64 **Listen to Tanita and Kevin talking about the book *The Little Prince* and circle the correct option.**

1. How old was Tanita when she had the book?
   a. 18 b. 8
2. When was the book published?
   a. in 1943 b. in 1914
3. How many languages has the book been translated into?
   a. more than 250 b. more than 350
4. How many pages does the book consist of?
   a. 82 b. 80

4 Track 65 **Listen to the dialogue again and write true (T) or false (F). Correct the false ones.**

◯ 1. Tanita had never read The Little Prince until she became a high school student.
◯ 2. The book is an excellent bedtime story for children and a philosophical tale for adults.
◯ 3. Kevin thinks no matter how many times you read the book, you always get the same messages.
◯ 4. Tanita wasn't surprised at all when she realised that the narrator was a grown-up.
◯ 5. The narrator of the book is an active and energetic person although he is an adult.
◯ 6. We can easily identify the appearance of the narrator as the book includes a detailed self-portrait.
◯ 7. The narrator would rather live alone than live a materialistic life which is based on money and ambitions.
◯ 8. Children can never understand the real important things in life because they are too young and inexperienced for it.



5 **a. Work in pairs. Look at some of the typical behaviours of a grown-up who feels young at heart. Brainstorm and add as many behaviours as you can to the list.**

- getting dressed in colourful clothes
- taking selfies with friends
- listening to music with headphones on the street
- feeling the joy inside

....
....
....
....
....
....
....
....

b. Think of a grown-up who is young at heart from your family members / teachers / neighbours, etc. Then describe him / her.

Reading & Writing

1 **a. Read the quotes of *The Little Prince* and tick the ones you agree.**

◯ "All grown-ups were once children, but only few of them remember it."

◯ "The most beautiful things in the world cannot be seen or touched; they are felt with the heart."

◯ "I must endure the presence of a few caterpillars if I wish to become acquainted with the butterflies."

◯ "Walking in a straight line, one cannot get very far."

◯ "Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them."



b. Work in pairs. Compare your choices with your partner's and discuss.

2 **Read the summary of *The Little Prince* focusing on the highlighted words. Use your dictionaries to choose their synonyms.**

◯ a. in the end
◯ b. annoy
◯ c. frankly
◯ d. fascinated
◯ e. arrogant
◯ f. joyful



THE LITTLE PRINCE



Antoine de Saint Exupery introduces his little hero to the readers in *The Little Prince*, which was published on April 6, 1943. The book tells the story of a pilot whose plane is crashed in the Sahara. There he meets a young blond boy known as the Little Prince. Even though the narrator, who is the pilot, is a grown-up, he is young at heart. That's why they get along very well with the Little Prince.

The novella has been translated into more than 250 languages and dialects as it touches the universal moral values. It has been read by both children and adults across the world for almost a century.

The moral lesson conveyed in *The Little Prince* is that life is only worth living when it is lived for others, not for oneself. As the Little Prince journeys from planet to planet, he meets the residents who live there and learns a lesson from each. The Little Prince lives on his planet in peace, taking care of his volcanoes and watching his sunsets. One day a rose appears on his planet and he is (1) **intrigued** by her, but soon her manners and her false words deeply (2) **offend** him. Then, he leaves her.

3 Read the summary again and answer the questions.

1. Who was *The Little Prince* written by?
2. How long has this novella been read?
3. Why has the book been translated into many languages?
4. Is *The Little Prince* primarily for children?
5. What does the Little Prince find out about the people on Earth?

4 Read again to choose the main idea of the summary.

◯ 1. Never trust unusual characters since they might offend you.
◯ 2. Love is the only path that leads you to happiness.
◯ 3. It is wise to stay away from adventure because you can only feel free in your comfort zone.

On his travels, which (3) ultimately lead him to Earth, he has a chance to view and evaluate many types of people. Most of the people he meets live only for themselves and do not invest their lives in anyone else. The king wants only to command, the (4) conceited man lives only to be admired. Neither the king nor the conceited man behaves (5) honestly. Also, the businessman wants to own everything without thinking if they are good or not. What all these men have in common is that they're completely selfish and live only for themselves. They've lost all sense and the meaning of love.
The author's message can be interpreted in many different ways, depending on the reader. However, the author mostly focuses on the meaning of life which is about the balance between giving and taking in relationships. The effort we put into a relationship with someone and the responsibility we feel is love. Life is (6) blissful when we care and share.



5 Work in groups. Write slogans on moral and social values like kindness, honesty, love, justice, etc. Create your own slogan on a T-shirt / mug / cushion / badge / backpack, etc.



Game time! Play "Get into Values and Norms".

Pronunciation

A. Track 66 There are two different pronunciations of *either* and *neither*. Listen and practise.

	UK	US
either	/aɪ.ðə/	/iː.ðə(r)/
neither	/naɪðə/	/niːðə(r)/

B. Track 67 Listen and tick the sounds in *either* and *neither* words you hear.

	/aɪ/	/iː/
Either appear as you are or be as you appear.		
I either call or send a message to my teachers on Teacher's Day.		
We should be neither dishonest nor selfish in our relationships.		
Japanese people neither hug nor kiss when greeting.		

Check Yourself

I can			
ask others' opinions and express my opinions about values.			
listen to an interview and identify the topic and the main idea.			
make discussions about moral values and norms in different cultures.			
catch the main idea from the supporting details in a text.			
create my own slogan about spiritual, moral and social values.			

APPENDICES

Theme 1 B Job Hunters! *Exercise 7a page 24*

Write the name and address of the person you are writing to.
Use Dear Sir / Madam to start if you don't know the person's name. If you do, use Dear Ms / Mr *Campbell*.

1906 S Crosner Blvd
Edinburgh EH6 6LX

The Personnel Manager
SEO Travel Agency
4 Castle Street
Edinburgh EH2 3AT
9 March 2019

Dear Sir / Madam,

I am writing in response to the advertisement for the position of tourist guide on your website.

Last summer, I worked on a part-time basis at Edinburgh Airport as an information desk assistant. My responsibilities there included helping and supporting passengers at the airport as well as answering telephone enquiries and handling complaints. If required, I can supply references from my earlier employer and also from a professor at the university.

I believe I would make a good tourist guide as I have excellent communication skills with pleasing personality. I consider myself to be trustworthy, conscientious, and cooperative. I am fluent in Spanish.

I would be grateful for the opportunity to discuss my application further. I am available to work in July and August.

I am enclosing my CV.

I look forward to hearing from you soon.

Yours faithfully,

Signature

Austin Hensley

In the first paragraph, write the job title you are applying for and write where you have seen the ad.
In the second paragraph, write your work experience and skills.
In the third paragraph, write why you are a suitable candidate for this job.
In the last paragraph, write when you can start the job.
If you don't know the person's name, end with Yours faithfully. If you know the name, end with Yours sincerely.
Then sign and write your name.



As I got closer, I couldn't believe what I saw. There were little cats and a mother cat in the bushes, and the dog was carrying the runaway kitten back to his family.

Theme 6 B Seeing the Big Picture! *Exercise 7 page 84*



When dad looked at the view carefully, he giggled. It turned out that it was the area of an auto graveyard, and the two cars were a bit out of that circle, that was all.

Theme 6 B Seeing the Big Picture! *Exercise 7 page 84*



Two police officers came immediately and knocked the door. When the door was opened, I couldn't believe my eyes. My brother threw a surprise party for me!

GRAMMAR REFERENCE

THEME 1 FUTURE JOBS

The Future Tenses

We use *be going to*

- for our plans.
  I booked a table for two for this evening. I am going to take my wife to one of the best restaurants in the city.
- for intentions.
  I'm going to study hard and pass the exam.
- for predictions based on what we see.
  Look at these black clouds. It's going to rain.

Affirmative

Subject	am / is / are	going to	Verb	
I	am			
He / She / It	is	going to	have	dinner.
We / You / They	are			

Negative

Subject	am / is / are not	going to	Verb	
I	am not			
He / She / It	is not (isn't)	going to	have	dinner.
We / You / They	are not (aren't)			

Interrogative

Am / Is / Are	Subject	going to	Verb	
Am	I			
Is	he / she / it	going to	have	dinner?
Are	we / you / they			

We use *will future*

- for the decisions made at the time of speaking.
  A: What would you like to have, coffee or tea?
  B: I'll have tea, please. (The speaker decides at the moment of speaking.)
- for predictions with no evidence.
  I don't know what I'll do tomorrow. I think I'll stay at home.
- for promises or threats.
  Take your umbrella with you; otherwise, you will get soaked.
  Don't worry mum, I will let you know when I arrive.
- for requests and offers.
  Will you please help me to tidy my room?
- with be sure, think, hope, be afraid, expect, believe, promise, guess maybe and perhaps.
  I hope I'll win the game.
  I'm afraid she won't come to your party.

Affirmative

Subject	Will	Verb	
I / He / She / It	will	open	the door for you.
We / You / They			

Negative

Subject	Will not (Won't)	Verb	
I / He / She / It We / You / They	will not (won't)	open	the door for you.

Interrogative

Will	Subject	Verb	
Will	I / he / she / it we / you / they	open	the door for you?

Time expressions often used with the future tenses *Will* and *Be going to*:

tomorrow, tomorrow morning / afternoon / evening,
next Monday / April / week / weekend / month / year, soon, in 2025.

We use the present continuous tense for future

- for personal future arrangements.
  I am seeing Mary tomorrow.
  He is taking Sue out for dinner on Sunday.

NOTE : With this tense, we usually give future time expressions such as tomorrow, this evening, on Tuesday, next weekend, etc…

This tense is also common with verbs such as go, come, see, meet, visit, have, leave, etc…

A: What are you doing this evening?
B: I am having dinner with Jamie.

The Future Continuous Tense

We use the future continuous tense

- to describe an unfinished action which will be in progress at a time in the future.
  We will be travelling across Europe by train in June.
  I can't come with you at 9 p.m. I will be watching the match at that time.
  I'll be writing the articles for a tabloid newspaper next month.
- to indicate that the longer action (the future continuous tense) will be interrupted by a shorter action in the future.
  When the guests arrive, we will be having dinner.

Attention: We use the simple present tense for interruptions. Because, the interruptions are in time clauses and we cannot use future tenses in time clauses.
I will be waiting for you at the airport when your plane arrives.

Affirmative

Subject	Will	be	Verb (+ing)	
I / He / She / It We / You / They	will	be	walking	in the park at around 8 a.m.

Negative

Subject	Will not (Won't)	be	Verb (+ing)	
I / He / She / It We / You / They	will not (won't)	be	walking	in the park at around 8 a.m.

Interrogative

Will	Subject	be	Verb (+ing)	
Will	I / he / she / it we / you / they	be	walking	in the park at around 8 a.m?

EXERCISES

A. Complete the sentences with the correct forms of the verbs in brackets. Use *will*, *be going to* or *present continuous*.

1. It's OK. I .... (help) you do your homework.
2. A : Have you decided what to do when you graduate from the university?
   B : Yes, I .... (have) a holiday for a couple of months, and then I .... (apply) for a permanent job.
3. I have a lot of work to do. I think I .... (ask) my mother for some help.
4. A : Where are you going?
   B : I .... (buy) something for the guests.
5. A : You look terrible. What is wrong with you?
   B : I have a backache. I have already phoned my doctor and got an appointment. I .... (see) him at 9.00 tomorrow.
6. A : What's the problem?
   B : I left my wallet at home.
   A : Don't worry I .... (lend) you some money.
7. Son : Dad, I need a new shirt for the school.
   Father : Okay, I .... (buy) it this weekend.
   (Later, mother to father)
   Mother : Why don't you buy a new shirt for Mike, dear?
   Father : I know. I .... (buy) it this weekend.
8. Yesterday, one of my friends, Sharon, called me and we made a plan for the next weekend. We .... (have) dinner at a nice restaurant on Sunday.
9. We .... (have) a surprise birthday party for Fiona tomorrow and I hope everyone .... (come).
10. Don't forget to take your umbrella with you. It .... (rain) within a few hours.

B. Match these sentences.

1. I am planning to go shopping.
2. I am going to meet my newborn niece this evening.
3. Let's go to an open-buffet restaurant today.
4. I am trying to save money to buy a new car.
5. I am feeling sick and unhealthy.
6. Don't worry about your project.
7. This coat is very big for you.

◯ I am sure you will hand it in before the deadline.
◯ Unfortunately, I can't come because I am going to the theatre with my family.
◯ I am going to be more careful with my food preferences.
◯ But I am going to buy a washing machine instead as I need a new one.
◯ But I will need my friend to help me with my choices.
◯ I am going to buy a rattle for her.
◯ I know, I am going to take it back to the shop.

C. Fill in the blanks with the simple future or the future continuous tense forms of the verbs in brackets.

1. I am sure he .... (pass) the university exam but his mother .... (hold) her breath outside during the exam.
2. The life is getting more and more difficult in big cities nowadays. Maybe considerable number of people .. .. (move) to the countryside during the next decade.
3. The party starts at 8 p.m. tomorrow. The people .... (dance) and .... (eat) something all night.
4. When the manager enters the room, the staff .... (discuss) the matter.

5. A : Did you invite Mrs Lee to the party?
   B : Oh, no! I completely forgot but I .... (call) her now.

D. Match each sentence with one of the descriptions below.

A. a prediction based on evidence
B. an arrangement or planned future event
C. general prediction about the future
D. an unfinished action in progress at a time in the future

1. ◯ Look! How that child is playing a trick on the dog. It is going to bite him.
2. ◯ She will probably be here at about 8 o'clock.
3. ◯ I am seeing my boss about my promotion tomorrow.
4. ◯ They will be having an exam between 10 a.m. and 12 p.m. next Sunday.
5. ◯ I have got my plane ticket. I am leaving tomorrow.
6. ◯ What a wonderful smell! Whatever you are cooking, I am sure it is going to be delicious.
7. ◯ Most probably I will be doing the same job in ten years' time.
8. ◯ The boss wants the staff to finish the job in time, so they are working extra hours this weekend.

SO / NEITHER (NOR)

We use *So + auxiliary verb + subject* to agree with positive statements.

I enjoy using computers at work.	*So do I.*
I have been working until late hours recently.	*So has my husband.*

We use *Neither (Nor) + auxiliary verb + subject* to agree with negative statements.

My father won't help me with my homework	*Neither (Nor) will my mother.*
I don't mind travelling at work.	*Neither do I.*

EXERCISES

Write a response using *so* or *neither* with the correct auxiliary verb.

Example : *Peter and John will go fishing next weekend. (we)*
So will we.

1. My parents remembered to celebrate my birthday. (my colleagues)
   ....
2. Japanese people prefer cultural holidays. (Chinese people)
   ....
3. The home team didn't play well in the match. (the opponent team)
   ....
4. The first train was late. (the second one)
   ....
5. I haven't heard the news about the accident. (Sarah)
   ....
6. My son could read and write when he was at nursery school. (my daughter)
   ....
7. Watching TV for long hours isn't useful for children in terms of their psychological development. (computer)
   ....
8. Smart houses will make life easier in the future. (robots)
   ....
9. Heat insulation provides energy saving. (a halogen lamp)
   ....

GERUND-INFINITIVE

INFINITIVE

We use *the infinitive*

- after some verbs such as:

afford agree advise ask decide intend arrange say	fail help hope manage need promise come tend	refuse seem threaten want teach wish expect warn	allow appear happen learn dare would like get forget	plan prepare wait invite recommend pretend offer remember

They couldn't afford to go on holiday last summer.
You need to be a good swimmer with good balance to be an expert surfer.
You mustn't forget to wear your helmet when you go rock-climbing.

- to express purpose
  I went to England to improve my English.
  When he saw me, he stopped the car and got out of it to talk to me for a while.
  I studied all night to get a good mark.
- after certain adjectives such as:

glad sad proud	happy pleased reluctant	sorry stupid disappointed	ashamed clever surprised	good afraid difficult	nice kind

Sometimes it is difficult to persuade old people to think in a different way.
I was surprised to see Celine at the party.
She was proud to be the best player in the team.

- to express a specific preference
  (after would like / would love / would prefer)

  I am really tired. I would like to go to bed a bit earlier tonight.
- after "too-enough" constructions
  He is too young to have a driving licence.

  You aren't strong enough to lift the table.

GERUND

We use *the gerund*

- after some verbs such as:

admit avoid confess appreciate keep delay regret	fancy finish give up imagine mind miss deny	risk practice stand suggest can't bear enjoy involve	worth can't stand stop forgive hate dislike	go involve postpone quit consider mention

Most surfers enjoy riding the waves in Hawaii.
We had to postpone going on a picnic because of bad weather conditions.
While you are surfing the Net, you should avoid getting too close to the screen.

You had better quit eating too much chocolate otherwise, you will put on weight.

- after verbs of likes and dislikes
  like, enjoy, love, hate, don't mind, etc.

  I don't mind sleeping late because I don't have to get up early in the mornings.

- as a subject
  Riding the waves is the thrill of a lifetime.
  Drinking too much coffee fastens your heartbeat.
- after prepositions such as:

talk about object to insist on instead of good/bad at tired of succeed in be gifted in	interested in fond of apologize for feel like keen on crazy about complain about	accustomed to use for blame for worry about happy about believe in be into	look forward to think of thank for afraid of responsible for rely on think about

Eskil is interested in balancing when he was five years old.
All the students are responsible for obeying the school rules.

CAN / COULD / BE ABLE TO

Can / Can't

- We use can to talk about ability.
  She can speak English fluently.

Affirmative

Subject	Can	Verb	
I / He / She / It	can	run	fast.
We / You / They			

Negative

Subject	can't (cannot)	Verb	
I / He / She / It	can't (cannot)	run	fast.
We / You / They			

Interrogative

Can	Subject	Verb	
Can	I / he / she / it	run	fast?
	we / you / they		

- *Could* and *was / were able to* are the past tense forms of can (ability).
- In positive sentences we use *could* or *was / were able to*.
- We use *could* for general statements.
- We use *was / were able to* for specific events or when something was difficult, but you manage to do it.

My brother is a real intelligent boy. He could play chess when he was only five.
The other team played very well, but we were able to win.
Our goalkeeper was great, so the other team couldn't score a goal.

He could run very fast when he was a young boy, but now he's very old, and it's very difficult for him to do sports.
She is a very talented girl. She can draw amazing pictures.

EXERCISES

Fill in the blanks with can, can't, could, couldn't, was/were able to.

1. When his mother was young, she .... skate but she can't do it any longer.
2. Tom is really into music. He .... play three instruments.
3. Although it was raining hard, we .... finish the match.
4. As the weather was stormy, we .... go sailing.
5. Mary was a fast runner. She .... run 18 km per hour.
6. He .... read without glasses till he suffered from visual disorder.

EXPRESSING PREFERENCES

We use *would like*

- to talk about what we want to do.

  After would like we use the infinitive with to.

  Do you have time? I would like to talk to you about something.

  I wouldn't like to go on holiday alone. It must be really boring.

Affirmative

Subject	would like	to + Verb1 + a noun
I / He / She / It	would like	to have some warm milk.
We / You / They		some warm milk.

Negative

Subject	wouldn't like	to + Verb1 + a noun
I / He / She / It	wouldn't like	to have some warm milk.
We / You / They		some warm milk.

Interrogative

Would	Subject	like	to + Verb1 + a noun
Would	I / he / she / it	like	to have some warm milk?
	we / you / they		some warm milk?

NOTE : ***would like*** has the same meaning with ***want*** but would like is more polite.

We use *would rather*

- to state specific preferences.

  I would rather visit the Aquarium when I go to İstanbul this summer.

  I would rather stay at home and watch a movie with my friends tonight.

Affirmative

Subject	would rather	Verb
I / He / She / It	would rather ('d rather)	eat out.
We / You / They		

Negative

Subject	would rather not ('d rather not)	Verb
I / He / She / It	would rather not	eat out.
We / You / They		

Interrogative

Would	Subject	rather	Verb
Would	I / he / she / it	rather	eat out?
	we / you / they		

We use *prefer*

- to state general preferences.

  I don't like big cities. I prefer living in the countryside.

  My little daughter prefers wearing pink clothes instead of yellow or green ones.

Affirmative

Subject	prefer	Verb(+ing)	
I / You / We / They	prefer	being	with the family.
He / She / It	prefers		

Negative

Subject	don't / doesn't prefer	Verb(+ing)	
I / You / We / They	don't prefer	being	with the family.
He / She / It	doesn't prefer		

Interrogative

Do / Does	Subject	prefer	Verb(+ing)	
Do	I / you / we / they	prefer	being	with the family?
Does	he / she / it			

Attention:

I	prefer	something	to	something else.
I	prefer	doing something	to	doing something else.
I	prefer	to do something	rather than	(do) something else.

I prefer a full-time job to a part-time one.
My son prefers playing computer games to playing an instrument.
Turkish people prefer to go on a beach holiday rather than go on an adventure holiday.

We use *would prefer*

- to say what someone wants in a specific situation not in general.

  A: *Shall we meet in front of the theatre?*

  B: *No, I would prefer to meet in front of the City Hall. It is nearer.*

Affirmative

Subject	would prefer	to + Verb 1	
I / He / She / It	would prefer	to travel	in a car.
We / You / They			

Negative

Subject	wouldn't prefer	to + Verb 1	
I / He / She / It	wouldn't prefer	to travel	in a car.
We / You / They			

Interrogative

Would	Subject	prefer	to + Verb 1	
Would	I / he / she / it	prefer	to travel	in a car?
	we / you / they			

Attention: ***Would rather*** and ***would prefer*** have the same meaning but,
we use subject + ***would rather*** + verb + ***than*** + verb
The sun is shining outside. I would rather sit in the garden than play chess here.
We use subject + ***would prefer*** + ***to*** + verb + ***rather than*** + verb
The match on TV is very exciting. I would prefer to watch it rather than chat with my parents.

EXERCISES

1. I feel sick. I would rather .... home .... go out today.
   a. stay-than b. staying-to c. to stay-than

2. A: Do you like baggy trousers?
   B: Actually not. I prefer .... skinny jeans .... baggy ones. I think they are more fashionable.
   a. wear-to wear b. wearing-to wearing c. wearing-than wearing

3. I would prefer ………………………..to her directly ……………… this problem on the phone.
   a. to talk-to solve b. talking-than solving c. to talk-rather than solve

4. I would rather ……………… from the job …………………… those bad working conditions.
   a. resigning-than accepting b. resign-than accept c. resign-to accept

5. I would like …………… my favourite singer on the stage when she comes to our city.
   a. see b. seeing c. to see

6. People prefer ………………. in supermarkets ………………….. to the local shops as they can find whatever they need.
   a. shopping-to going b. shop-than go c. to shop-to go

7. I have been studying for hours and I feel sleepy, but I won't go to bed. I would like …………… this project even if it lasts till the morning.
   a. finish b. to finish c. finishing

THEME 3 HARD TIMES

Used to

We use *used to*

- to talk about our past habits.
  Sharon used to spend a lot of money on clothes but these days she doesn't.
- for things that were true in the past but are not true anymore.
  This building used to be a bookstore in the past but now it is a florist's.

Affirmative

Subject	used to	Verb	
I / He / She / It We / You / They	used to	be	sleep in the garden.

Negative

Subject	did not use to	Verb	
I / He / She / It We / You / They	didn't use to	be	sleep in the garden.

Interrogative

Did	Subject	use to	Verb	
Did	I / he / she / it we / you / they	use to	be	sleep in the garden?

EXERCISES

A. Complete the sentences with the correct forms of *used to* with the verbs in the box. Use positive, negative or question forms.

be (2) / like / wear / eat / go / watch / spend / allow

1. When we were students, the school rules .... very strict. For example, we .... a school uniform and our teachers .... us to let our hair down.
2. I .... out very often before, but now I prefer homemade cook.
3. My husband .... fishing before, but nowadays he goes fishing with his friends every Sunday.
4. .... you .... all your money on chocolate, sweets, etc. when you were a child?
5. My son and daughter .... a lot of cartoons when they were children, but they spend their time on playing computer games now.
6. Amy .... meat, but now she is crazy about it.
7. You always care about how much you eat. .... you .... fat before?

B. Rewrite the following sentences with the correct form of *used to*.

1. In the past my son had a habit of sucking his thumb.
   ....
2. There were a lot of trees in our district before, but people cut them down in order to build new houses.
   ....
3. When you were younger, did you dream of being a popular person?
   ....
4. When I was a child, I never had a habit of drinking milk before I went to bed.
   ....
5. When you were in İstanbul 40 years ago, did it take you long hours to get to work?
   ....

C. Jeremy changed his life style. Look and decide what he *used to do* and *didn't use to do*.

He stopped	going out in the evenings.	He started	working at a steady job.
	sleeping late.		going to the bed early.
	hanging about with his friends.		spending his time with his family.
	wasting his money.		saving money.

1. He used to go out in the evenings.
2. He didn't use to work at a steady job.
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

The Past Continuous

We use the past continuous

- to state an action happening at a particular time in the past.
  We were watching an important match on TV at this time yesterday.
- to talk about two events in progress at the same time in the past.
  While my mother was watching a soap opera on TV, I was trying to finish my school project.
- to express a past action in progress interrupted by another past action.
  When the electricity went off, I was vacuuming the living room.
- to describe the atmosphere at a particular time in the past.
  As I was passing through the park, the children were playing and their mothers were chatting.

Affirmative

Subject	was / were	Verb (+ing)	
I / He / She / It	was	drinking	water when you called me.
We / You / They	were		

Negative

Subject	was not (wasn't) were not (weren't)	Verb (+ing)	
I / He / She / It	wasn't	drinking	water when you called me.
We / You / They	weren't		

Interrogative

Was / Were	Subject	Verb (+ing)	
Was	I / he / she / it	drinking	water when you called me?
Were	we / you / they		

The Simple Past Tense and the Past Continuous Tense

- We often use the simple past tense and the past continuous tense together in a sentence.
- We use the past continuous tense for the longer, unfinished action and the simple past tense for the shorter, interrupting action.
- We use *when*, *while*, *as*, *just* as to join the sentences.

  when = at that time

  while / as = during that time

when / while / as + past continuous, past simple

When I was trying to put my baby to sleep, the doorbell rang.
Someone knocked the door while the teacher was checking our exam papers.
As I was walking along the street, it suddenly started to rain.

when + past simple, past continuous

When I saw Sue, I was waiting for the bus.

- **We also use the past continuous with *while* to talk about two actions in progress at the same time in the past.**
  My mother was chopping the meat while I was peeling the potatoes.
- **We use the simple past tense with *when* to say that one thing happened after another.**
  When my father arrived, we had our dinner. (First my father arrived and then we started to have our dinner).

Attention: We don't use the past continuous tense with stative verbs (know, want, love etc…)
They were good friends. They knew each other well.

Attention: ***Just as*** has similar meaning with ***while*** and ***as***, but if the interrupting, shorter event happens right after the longer one, we prefer ***just as*** instead of ***as*** or ***while***.
Just as I was leaving home, I realised that I had forgotten my car key.

EXERCISES

A. Put the verbs in brackets into the simple past or the past continuous tense.

1. The car .... (go) fast when it .... (hit) the pole.
2. Just as I .... (put in) my contact lenses, I .... (drop) one of them.
3. Who .... you .... (talk) to when I .... (call) you?
4. While my father .... (read) his newspaper, my mother .... (iron) the clothes.
5. When the electricity .... (go off), the lift .... (stop).
6. As I .... (climb) the stairs fast, I .... (fall) down.

B. Join the sentences with the words in brackets.

1. He looked for his key in the drawer. He found his headphones. (as)

   ....

2. The little girl cried. She fell off the bike. (when)

   ....

3. My mother fell asleep. She watched TV. (as)

   ....

4. Ann did the washing up. She dropped one of the plates. (while)

   ....

5. The children played in the garden. Their mothers watched them. (while)

   ....

THEME 4 WHAT A LIFE!

The Simple Past Tense

We use the simple past tense

- to talk about states that happened and finished at a specific time in the past.
  Last week we were in İstanbul and visited İstanbul Toy Museum with my grandmother.
- to list a series of completed actions in the past. These events follow each other.
  I put my mother's all jewellery in a drawer. Then I went outside to play "museum game" with my friends.
  First I finished my homework and then I went out to get some fresh air.
- to describe habits which stopped in the past.
  She worked part-time after school when she was younger.

Attention: Here it can have the same meaning with ***used to***. Therefore, when we are talking about a past habit by using the simple past tense, we usually add expressions such as always, usually, never, when I was a child or when I was younger, etc.
I never walked to school when I was a child. My father always took me to school.

Affirmative

Subject	Verb	
I / He / She / It	climbed	a hill yesterday.
We / You / They	heard	a terrible noise last night.

Negative

Subject	did not (didn't)	Verb	
I / He / She / It	didn't	climbed	a hill yesterday.
We / You / They		hear	a terrible noise last night.

Interrogative

Did	Subject	Verb	
Did	I / he / she / it	climbed	a hill yesterday?
	we / you / they	hear	a terrible noise last night?

The Past Perfect Tense

We use the past perfect tense

- to describe a past action which happened before another past action. We use the past perfect tense for the first action and the simple past tense for the second action.
  By the time I went out of the museum, I had felt like a time traveller in the large archives of life.
  I had never seen so many animal fossils and plants from all around the world.

Affirmative

Subject	Had	Verb	
I / He / She / It We / You / They	had	slept	when the film ended.

Negative

Subject	had not (hadn't)	Verb	
I / He / She / It We / You / They	hadn't	slept	when the film ended.

Interrogative

Had	Subject	Verb	
Had	I / he / she / it we / you / they	slept	when the film ended?

NOTE: We usually use the past perfect tense with the simple past together with these common conjunctions:

WHEN + simple past, past perfect
When our guests came, my mother had already laid the table.

Simple past, BECAUSE + past perfect
I went straight to bed, because I had been really tired.

AFTER + past perfect, simple past
After Karen had had her breakfast, she left home for school.

BEFORE + simple past, past perfect
Before the police arrived the crime scene, the thief had run away.

AS SOON AS + past perfect, simple past
As soon as she had opened the door, she went straight to the kitchen and prepared something to eat.

BY THE TIME + simple past, past perfect
By the time the fire brigade arrived, a large part of the building had burnt.

EXERCISES

A. Put the verbs into the correct form; past perfect or past simple.

1. A: Was your father at home when you arrived?
   B: No, he .... (go) out to meet his old friends.
2. Before they .... (buy) a new house, they .... (sell) the old one.
3. After I ………………………….. (spend) tiring and long hours at work, I .... (go) straight to the bathroom to take a warm shower.
4. As soon as Nick .... (hear) happy news, he............................. (congratulate) me.
5. The policeman .... (take) the man to the police station because he .... (rob) the bank.
6. Sheila .... (take) a nap after she .... (prepare) something for dinner.
7. We .... (be) 10 minutes late when the film .... (start).
8. Last week, I .... (see) one of my school friends. I .... (not / see) him for years.
9. He .... (pay) the bills as soon as he............................. (got) the money from the bank.
10. By the time the ambulance .... (arrive), the injured man .... (die) of bleeding.

B. Use the sentences on the left to complete the paragraphs on the right with the past perfect or the simple past.

1	1. Sally came back from a beach holiday last Sunday. 2. I saw her the following day. 3. She looked tanned and well.	I saw Sally last Monday. She .... just .... from a beach holiday. She .... tanned and well.
2	1. Our car broke down on the way home last night. 2. We had to take a taxi. 3. We called a mechanic next day.	Last night we had to take a taxi, because our car .... on the way home. Next day we .... a mechanic.
3	1. Someone robbed the bank during the night. 2. The staff arrived at work in the morning. 3. They called the police	When the bank staff arrived at work in the morning, they found that someone .... the bank the night before. So they .... the police.
4	1. I forgot to take the concert tickets with me. 2. We arrived at the concert hall. 3. There were no tickets on me. 4. We got back in frustration.	When we arrived at the concert hall yesterday, I realised that I .... to take the concert tickets with me. There were no tickets on me, so we .... in frustration.

THEME 5 BACK TO THE PAST

Wish Clauses

We use wish (if only) + the simple past tense

- to talk about something that we want to be different in the present or the future. We use the past tense but the meaning is present or future.

  There are a lot of things to do at work. I wish we didn't have to work today. (but there are a lot of things to do and we have to work today)
  I wish I lived in a house by the sea. (I don't live in a house by the sea)
  I wish you would stay with us longer. (but you won't stay with us longer)

NOTE: In formal English we use WERE instead of WAS with all subjects.

I wish I were a good basketball player.

We use wish (If only) + the past perfect tense

- to say that we regret something in the past.

  I wish I had had enough courage to write you before. (but I didn't have enough courage to write you before.)
  I wish I hadn't eaten so much last night.

We use wish (If only) + would

- when we want someone or something to change.

  I wish that terrible noise would stop.

- when we want something to occur in the future.

  Tina wishes her uncle would visit her soon.

- when we want to complain about something or other people's annoying habits.

  I wish my son would stop biting his nails.

NOTE: To talk about our annoying habits, we use could (not would)

I wish I could be tidy.

EXERCISES

A. Put the verbs into the correct form.

1. I went to a party last night but I didn't like it.
   I wish .... (I / not / go)
2. It's boiling hot today and I don't like hot weather.
   I wish .... so hot. (it / not / be)
3. I didn't study hard enough and failed in the exam.
   I wish .... harder. (I / study)
4. I have worked hard all day and now I am very tired to go out with my friends.
   I wish .... so tired. (I / not / be)
5. I am fed up with my little sister's crying all the time.
   I wish .... so often. (she / not / cry)
6. Whatever I do I can't learn how to use this camera.
   I wish .... the instructions more carefully. (I / read)
7. People who drop their litter in the streets are really annoying.
   I wish .... their litter in the streets. (they / not / drop)
8. Not being able to speak English fluently is usually a big problem especially when I am applying for a job.
   I wish .... English fluently. (I / speak)
9. I teased one of my best friends yesterday and now she doesn't talk to me.
   I wish .... her. (I / not / tease)
10. Mrs. Wellington had her hair cut too short but she is not happy with it now.
    She wishes .... so short. (she / not / have)

IF CLAUSE TYPE 3

We use third conditional for imaginary, situation in the past, regret and criticism.

If + past perfect, would / could / might have + past participle

If they had seen Tom, they would have told me. (But they didn't)
If you had studied harder, you wouldn't have failed the exam. (critism)

- We can change the order of the clauses by busing comma:

He wouldn't have lost his family if he hadn't been addicted to alcohol.

Mixed type conditionals
Sometimes it is possible for the two parts of a conditional sentence to refer to different times. There are two types of mixed conditional sentence.

EXERCISES

Put the verbs in brackets into the correct tense.

1. If he had saved enough money, he .... (buy) a bigger house.
2. If Pablo .... (install) some antivirus software, his computer wouldn't have got a virüs.
3. I would .... (call) Jack if I had known his number.
4. If I had had a smartphone, I .... (check) my emails.
5. If Sarah .... (copy) all her photos onto a CD, she wouldn't have lost them when her computer crashed.

THEME 6 OPEN YOUR HEART

SHOULD / OUGHT TO HAVE

We use **should / ought to + have + past participle (V3)** to talk about an obligation in the past. It often indicates some criticism.

Tina should have asked me before she took my mobile. (I'm annoyed)
You cough terribly. You shouldn't have walked in the rain. I mean you should have taken a taxi.

MUST HAVE

We use **must + have + past participle (V3)** to draw a conclusion about something in the past.

Jennifer must have been very surprised when she heard the news about her boyfriend.
Marc must have sung really well in the competition. Everybody said it was a great performance.

CAN'T HAVE

We use **can't + have + past participle (V3)** to say that it is almost certain that this was impossible.

Fiona can't have gone bungee jumping with her fiancé; she has a fear of heights.
Robert can't have been at the meeting; he was out of town.

MAY/MIGHT/COULD HAVE

We use **may / might / could + have + past participle** to say it is likely that something would have happened in the past if circumstances had been different, or to say that by sometime in the future it is likely that something will have happened.

NOTE: We don't use can + have + past participle.

I may / might / could have accepted the job offer if it had been in London.
I could have gone to my aunt for advice but she was abroad. (it was possible but it didn't happen.)
Jennifer may / might have seen a psychologist about her phobias. (Perhaps she did.)

EXERCISES

A. Which sentence, (a) or (b), comes after the given one.

1. I don't know why he didn't come to the art exhibition.
   a. He might have liked it. b. He might like it.
2. Nobody knows where the bicycles have gone.
   a. They might have been stolen. b. They might be stolen.
3. Don't throw away the rest of the chicken.
   a. Mom may have used it for dinner. b. Mom may use it for dinner.
4. I wish I had seen my brother's performance in the school choir.
   a. He must have played really well. b. He must play well.
5. He had a beautiful smile on his face.
   a. He can't have had the bad news. b. He can't have the bad news.
6. I was so angry with you.
   a. You should have left a note for me. b. You should leave a note for me.
7. The director is shouting.
   a. He must have been very angry. b. He must be very angry.
8. Oh, no! Not again. Where are my keys?
   a. I might have left them on the table. .) I might leave them on the table.

B. Rewrite the sentences using the modals below.

could have / should have / can't have / must have / shouldn't have

1. **It was certain** that Amanda suffered from anxiety when she was a teenage girl.
   Amanda ...must have suffered from anxiety when she was a teenage girl... .
2. **It was possible** that Mike sent you these roses.
   Ron ....

3. Seeing a physician **was the right thing** to do, but she didn't.
   She ....
4. **It was not possible** that you saw the maths teacher.
   You ....
5. **I am sure** that Linda didn't take the lift to the fifth floor; she's claustrophobic.
   Linda ....
6. **I am annoyed** that you took my mobile phone without asking my permission.
   You ....
7. The interns **probably** stayed back at work yesterday.
   The interns ....
8. **It was certain** the Johnsons won a lottery.
   The Jonnsons ....

THEME 7 FACTS ABOUT TURKEY

THE PASSIVE

We form "the passive" with the verb to be in the appropriate tense and the past participle of the main verb.

	ACTIVE	PASSIVE
Present Simple	They **clean** the office every day.	The office **is cleaned** every day.
Present Continuous	They **are cleaning** the office now.	The office **is being cleaned** now.
Past Simple	They **cleaned** the office yesterday.	The office **was cleaned** yesterday.
Past Continuous	They **were cleaning** the office at 9 yesterday evening.	The office **was being cleaned** at 9 yesterday evening.
Present Perfect	They **have already cleaned** the office.	The office **has already been cleaned**.
Past Perfect	They **had cleaned** the office.	The office **had been cleaned**.
Future Simple	They **will clean** the office tomorrow.	The office **will be cleaned**.
Modals	They **can clean** the office.	The house **can be cleaned**.

NOTE: The **present perfect continuous** and the **past perfect continuous** are not normally used in the passive. We can use the verb ***to get*** instead of the verb ***to be*** in everyday speech when we talk about things that happen by accident or unexpectedly. *Her new car* ***got damaged*** *in the accident.*

We use "the passive"

- when the person who carries out the action is unknown, unimportant or obvious from the context.
  Stonehenge was built in 3000 BC. (we don't know who built it)
  My lunch is delivered every day. (it is not important who delivers it)
  Excavations have been carried out since then. (it is obvious that archaeologists have carried out excavations)
- when the action itself is more important than the person who carries it out, as in news headlines, articles, formal notices, advertisements, etc.
  Göbekli Tepe is believed to be the oldest temple in the world.
- to make statements more formal and polite.
  Camera flash is not allowed in the museum.

NOTE: The passive is used more often in written English than in spoken English.

Changing from active to passive

- The **object** of the active sentence becomes the **subject** of the passive sentence.
- The active verb remains in the same tense, but changes into a passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition ***by*** or omitted.

	subject	verb	object
ACTIVE	Tilda	prepared	dinner
PASSIVE	Dinner	was prepared	by Tilda

NOTES:

Only transitive verbs (verbs that take an object) can be changed into passive.
Tom leaves home early every morning. (intransitive verb; no passive form)

We use **by + agent** to say who or what carries out an action. We use **with + instrument / material / ingredient** to say what the agent used.
The sauce was made by a young chef. (It was made with garlic and olive oil.)

The agent can be omitted when the subject is ***they, he, someone / somebody, people, one***, etc.
Somebody has stolen my bike. ***(****My bike has been stolen.)*

The agent **is not omitted** when it is a specific or important person.
The concert hall was opened by Jennifer Lopez.

With verbs which take two objects such as ***give, write, buy, tell, bring,*** **send,** etc, we can make two different passive sentences.
She gave him a beautiful cap. (active) He was given a beautiful cap. (passive, more usual) A beautiful cap was given to her. (passive, less usual)

In passive questions with ***who, whom, which*** we do not omit ***by.***
Who wrote this poem? Who was this poem written by?

EXERCISES

A. Put the verbs in brackets into the correct *passive* form.

1. The beef was roasted (roast) in the oven with garlic and olive oil.
2. I'm making the cake and the chicken .... (prepare) by Fiona.
3. The new swimming pool .... (open) by the mayor next Sunday.
4. The guests are about to come but the cake .... (not/deliver) yet.
5. My grandma's flat .... (burgle) last night.
6. Rome is one of the most important tourist destinations in the world. It .... by millions of people every year.

B. Rewrite the sentences in the *passive* form.

1. You must take these tablets after meals. These tablets must be taken after meals.
2. The teacher sent her out of the classroom.
3. Who is going to feed your dogs when you're away?
4. They have already served the main course.
5. The readers had voted Adele the best singer of the year.
6. Where is the police questioning him?
7. Who answered the phone?
8. They are going to knock down that building.

C. Fill in the gaps using *by* or *with*.

1. This soup was made with asparagus.
2. The cookies will be baked .... the kids.
3. The recipe was created .... my grandfather.
4. All the food in the restaurant is eaten .... chopsticks.
5. The beef was cut .... a special knife.
6. The sauce is being made .... garlic and chilli peppers.

D. Complete each sentence with two to five words, including the words in bold.

1. The rafting accident involved three teenage girls. **(WERE)**
   Three teenage girls were involved in the rafting accident.
2. Susan has invited us for dinner. **(HAVE)**
   We .... by Susan.
3. Somebody has to check our equipment before we scuba dive. **(CHECKED)**
   Our equipment .... before we scuba dive.
4. Who is supporting your ideas? **(SUPPORTED)**
   Who .... by?
5. Archaeologists have carried out excavations since 2012. **(BEEN)**
   Excavations .... archaeologists since 2012.

6. An amateur surfer broke the record. **(BROKEN)**
   The record .... an amateur surfer.

E. Rewrite the following sentences into the *active.*

1. All the main courses are served with rice or chips in this restaurant.
   They serve all the main courses with rice or chips in this restaurant.
2. My grandmother has been told to exercise.
   ....
3. The lecture will be presented by Dr Jack Cage, a leading cardiologist at Bristol University.
   ....
4. Chemicals are used to make sugar white.
   ....
5. The new menu hasn't been approved by the owner of the restaurant yet.
   ....
6. The ice climbing competition had been held here.
   ....

COMPARATIVES/SUPERLATIVES

We use

- the comparative to compare one person, animal, thing, place, etc with another. We can use than with the comparative.
  Celine has a larger flat than Jill. Our new pilates instructor is younger than the previous one.
- the superlative to compare one person, animal, thing, etc, with two or more people, animals, things, etc, in the same group. We use the…of / in with the superlative.
  Jason is the friendliest boy in the class. Palandöken is the largest ski run in Europe. Sheila is the best of all windsurfers in the club. It was the most exciting flight I've ever had.

Formation of comparatives and superlatives
With one-syllable adjectives,we form the comparative by adding ***-er*** and the superlative by adding ***-est.***
tall-taller-the tallest

For one-syllable adjectives ending in **vowel+consonant** we double the consonant.
thin-thinner-the thinnest

With adjectives of two syllables ending in ***-ly, -y, -w*** we add ***-er*** /***-est*** or ***-ier*** or ***-iest***
ugly-uglier-the ugliest / healthy-healthier-the healthiest

With adjectives more than two syllables,we form the comparative with ***more*** and the superlative with ***the most***.
helpful-more helpful-the most hepful / hardworking-more hardworking-the most hardworking

NOTE: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with ***-er / -est*** or with ***more / the most***.
friendly-friendlier / more friendly
the friendliest / the most friendly

IRREGULAR FORMS

Adjective / Adverb	Comparative	Superlative
good / well	*better*	*the best*
bad / badly	*worse*	*the worst*
little	*less*	*the least*
much / many	*more*	*the most*
far	*farther / further*	*the farthest / furthest*

EXERCISES

F. Put the adjectives in brackets into the *comparative* or the *superlative* form adding any necessary words.

1. **A:** Look at that girl's hair. It's long and cool.
   B: Yes, she's Amanda. She's got *the longest* (long) hair in school.
2. **A:** Simon is .... (creative) than his twin brother, Tony.
   B: Yes, but Tony is .... (good) at sport.

3. My new job has a .... (good) salary than the previous one but it's .... (stressful).
4. **A:** I think teaching is the .... (enjoyable) job in the world.
   B: Yes, but you need to have a lot of patience.
5. This cafe sells .... (delicious) cookies in the city.
6. Sharon is .... (kind) of the three cousins.
7. This is .... (gorgeous) place I've ever visited.

THEME 8 SPORTS

REPORTED SPEECH

- We use reported speech when we want to repeat what someone had previously said. When we report someones words we can do it in two ways. We can use direct speech in quotation marks, or we can use reported speech.
- In reported speech, personal / possesive pronouns and possesive adjectives change according to the meaning of the sentence.

Direct Speech: I like paragliding.

Reported Speech: She said that she liked paragliding.

- Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word that can either be used or omitted after the introductory verb (say, tell, etc).
- We use order / tell + sb + (not) to-infinitive to report orders / commands. “Sit down” he said. He ordered / told them to sit down.
- To report instructions, we use the verb tell + sb + (not) to-infinitive. “Fasten your seatbelt,” she told her son.

  She told him to fasten his seatbelt.

Say-Tell

- say + no personal object He said (that) he went to New Zealand for bungee jumping.
- say + to + personal object He said to me (that) he went to New Zealand for bungee jumping.
- tell + personal object He told me (that) he went to New Zealand for bungee jumping.

Time Expressions in Reported Speech

Direct Speech	Reported Speech
Today	that day
Now	then
Yesterday	the day before
Last week	the week before / previous week
Next year	the following year
Tomorrow	the next day / the following day
here	there
this	that
these	those

- Normally, the tense in reported speech is one tense back in time from the tense in direct speech.

DIRECT SPEECH	REPORTED SPEECH
Present Simple “I live in Tokyo”	**Past Simple** He said (that) he lived in Tokyo.
Present Continuous “I ‘m buying the tickets for the concert.”	**Past Continuous** She said (that) she was buying tickets for the concert.
Present Perfect “I have been to many European countries.”	**Past Perfect** He said (that) he had been to many European countries.
Past Simple “We went to Fethiye for paragliding last summer.”	**Past Simple or Past Perfect** They said that they went / had göne to Fethiye for Paragliding the previous summer.
Past Continuous “I was watching the news.”	**Past Continuous or Past Perfect Continuous** She said (that) she was watching / had been watching the news.
Will “I will study abroad.”	**Would** He said (that) he would study abroad.
Can “I can write poems.”	**Could** She said (that) she could write poems.
May “I may go to Ankara for a business meeting.”	**Might** He said (that) he might go to Ankara for a business meeting.
Must “I must finish my project tonight.”	**Had to** She said (that) she had to finish her project that night.

EXERCISES

Change the sentences from direct speech to reported speech.

1. I met her in London last year. (Tom)
   ....
2. Learn this poem by heart. (our literature teacher-us)
   ....
3. I have read the book “Great Gatsby” for three times. (Melis)
   ....
4. Barcelona football team is one of the best. (Akın)
   ....
5. The weather will be better next week. (Claire-me)
   ....
6. Don’t be rude to your friends at school. (Lucy-Dan)
   ....
7. We are waiting for our cousins arrival. (Sam and Vicky)
   ....
8. I can’t believe what you are saying. (Selin-Daniel)
   ....

THEME 9 MY FRIENDS

DEFINING AND NON-DEFINING RELATIVE CLAUSES

We use

- relative clauses to identify / describe the person / place / thing in the main clause.

  The lady who runs the restaurant is very nice.
  Relative clause
  The book which I bought yesterday is a best-seller.
  Relative clause
- relative pronouns (who / whose / which / that) and relative adverbs (where / when / why) to introduce relative clauses.

Relative pronouns

people	**who / that**	We use ***who / that*** to refer to people. *The woman who / that lives next door is a news reader.*
object / animals	**which / that**	We use ***which / that*** to refer to objects or animals. *The house which / that we rented is by the sea.*
possession	**whose**	We use ***whose*** with people,animals and objects to show possession (instead of a possessive adjective). *That's the man whose daughter is a famous cardiologist.*

NOTES:

Who / which *and* ***that*** can be omitted when they are the object of the relative clause.
The trousers (which / that) I bought are too tight.

Who, ***which*** and ***that*** are not omitted when they are the subject of a relative clause.
Mrs Right gave the boy who carried her shopping bags a big tip.

Whose is never omitted.
Passengers whose luggage was overweight paid extra fee.

That can be used instead of ***who, whom*** or ***which*** but it is never used after commas or prepositions.
Susan is the one who / that suggested going on a cruise to Greek islands.
Sandra, who has never travelled abroad before, is really enjoying his holiday in Barcelona.

Relative adverbs

We use ***where*** to refer to places.
The hotel where we stayed last summer had wonderful staff.

We use ***why*** to give a reason.
The director will never tell us the reason why he cancelled the meeting.

We use ***when*** to refer the time.
Granddad still remembers the day when he saw grandma for the first time.

That can be used instead of ***when***.

NOTE: When using ***where*** or ***when*** we do not need a preposition.
The cafe where we usually had tea was next to our hostel.

Defining & Non-defining relative clauses

A **defining relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with ***who***, ***which***, ***that***, ***whose***, ***where, when*** or ***why (the reason).*** The relative pronoun / adverb can be omitted only when it is the object of the relative clause.
The teacher who showed us around school was very kind and friendly.
Is this the hotel (which / that) you are staying at? (the relative pronoun is the object)

A **non-defining relative clause** gives extra information and it is not essential to the meaning of the main sentence. It is put in commas and is introduced with ***who, whom, which, whose, where*** or ***when.*** The **relative pronoun / adverb** cannot be omitted.
Athens, where we spent our holiday two years ago, is an awesome place.
Susie, who is my flatmate, is a novelist and a lecturer.

NOTE: We cannot use ***that*** instead of ***who*** in a **non-defining relative clause**.

NOTE: We usually avoid using prepositions before relative pronouns.
The waitress to whom I gave my order was very sad. (formal)
The waitress who / that I gave my order to was very sad. (less usual)
The waitress I gave my order to was very sad. (everyday English)

EXERCISES

A. Fill in the correct relative pronoun or adverb.

1. The trolley which / that I picked up at the supermarket was someone else's.
2. I'll see the optician .... wife goes to my pilates class.
3. 1st July is the day .... we usually go on a holiday.
4. We're looking for the taxi driver .... brought us here.
5. Jennifer doesn't know the reason .... all the shops are closed in the city centre.

6. That's the beach .... my sister and her boy friend got engaged.
7. July is the month .... the beaches get really crowded.
8. Sorry, Mr Right. The rooms .... balconies overlook the river are not available.

B. Complete the second sentence with two to five words,including the word in bold.

1. Sam is a cruise captain. He works for Hellenic Seaways. **(WHO)**
   Sam, who is a cruise captain, works for Hellenic Seaways.
2. Jason works in this restaurant. **(WHERE)**
   This is .... Jason works.
3. This is Tina. Her mother is my English Literature instructor. (**WHOSE)**
   This is Tina .... my English Literature instructor.
4. These boots are my favourite. I always wear them to school. **(WHICH)**
   These boots**,** ....**,** are my favourite.
5. I start my new job tomorrow. **(WHEN)**
   Tomorrow is the day .... job.
6. Michael is our tour guide. He knows Barcelona very well. **(WHO)**
   Michael, ..., knows Barcelona very well.

C. Complete the sentences using your own ideas and appropriate relative pronoun and adverb.

1. September is the month ....
2. My little brother always wants to know the reason ....
3. During my last holiday, I met a woman ....
4. Sheila is crazy about visiting places ....
5. Whenever my grandma travels by plane, she always chooses a seat ....
6. My daughter and I like visiting European cities ....

THEME 10 VALUES AND NORMS

CORRELATIVE CONJUNCTIONS

Not only…but also is a correlative conjunction. It is used to present two related pieces of information. When we use it in a sentence, both clauses have to be parallel. That means we have to use them before two nouns, two adjectives, two verbs, etc.

She is ***not only*** intelligent ***but also*** beautiful.
The animals need ***not only*** food and shelter ***but also*** love and care.
He is a very talented actor. He can ***not only*** make people laugh ***but also*** make them cry.

Both..and is a correlative conjunction. We use ***both…and*** to show similarity or likeness. It joins pairs of nouns, adjectives, adverbs, verbs.
I have had a long, hard day and I'm ***both*** tired and ***hungry.***
He is ***both*** an actor ***and*** a director.
Both men ***and*** women can be elected as the members of the parliament.
*We use a plural verb when we connect two subjects with ***both…and***.
Both Jack ***and*** Rose were voyaging on the same ship "Titanic".
Both Terry ***and*** William are working in the field.

Either…or is used to talk about two possibilities. We can join pairs of nouns, adjectives, adverbs, phrases with ***either…or***. In this kind of sentence, the plural or singular form of the verb is determined by the subject which is closer to the verb.
We could go there ***either*** by bus ***or*** by train.
Either Kelly ***or*** Sam is going to attend a course next week.
Either my mum ***or*** my twin sisters look after my dog when I'm away from home.

Neither…nor shows dissimilarity or unlikeness. We use ***neither…nor*** with affirmative form of a verb when we combine two negatives. It joins pairs of nouns, adjectives, adverbs, verbs.
Neither Switzerland ***nor*** Norway is in the European Union.
She invited ***neither*** her friends ***nor*** her teachers to her birthday party.
Neither Jack ***nor*** John likes doing the housework.

EXERCISES

A. Fill the gaps using *either…or, neither…nor, both…and, not only…but also.*

1. I usually prefer tuna salad because it is ………………… delicious ………………… healthy.
2. Has Sarah made a decision about ………………… to attend courses ………… not?
3. She could ………………… call ………………… send a message to her sister after the serious quarrel.
4. The children use ………………… their imagination ………………… develop their creativity while painting.
5. You can ………………… join us and have a wonderful holiday in Rome ………………… stay at home.
6. ………………… my friends ………………… my family approve my desicion about going to New Zealand for bungee jumping.
7. Gökçe Bahadır is a very talented actress. She can ………………… act ………………… sing very well.
8. Wars cause ………………… death and destruction ………………… break up families.

B. Rewrite the sentences using *either…or / neither…nor.*

1. The students and their parents didn't like the event that took place in the famous hotel.
   ……………………………………………………………………………………………………… .
2. Aylin or Sadık can join the school debate because they are really skilled in speaking.
   ……………………………………………………………………………………………………… .
3. Canberra and Sydney are cities in Australia.
   ……………………………………………………………………………………………………… .
4. She considers the truth and the emotions while writing.
   ……………………………………………………………………………………………………… .

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